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ABSTRACT

The proceedings of the 26th annual convention held in 1979 of the National Association for Gifted Children are excerpted. Presentations are summarized in terms of intended audience, approximate duration, and content. Names and addresses of presenters are provided. Sample topics include identification of gifted and talented students, differentiated curricula, staff development, gifted learning disabled students, independent study, parent role, consultant role, Hispanic and Indian gifted students, left right brain research, leadership training, fine arts experience, creativity in science, reading, mentors, and emotionally disturbed gifted children. (CL)

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Joyce Juntune

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NATIONAL ASSOCIATION FOR GIFTED CHILDREN

P R O C E E D I N G S

OF THE

TWENTY SIXTH ANNUAL CONVENTION

October 18, 19, 20,21, 1979

at the

Baltimore-Washington International Airport Holiday Inn

6500 Elkridge Landing Road,
Baltimore, Maryland 21090

EC 133319

F O R E W O R D

After twenty five conventions, the National Association for Gifted Children is publishing the Proceedings of its Twenty-Sixth. It is an experiment which will be tested twice, in 1979 and 1980. If the membership finds it acceptable, it may be continued in future years. If not, it will disappear quietly. It is the project of this president.

The first Proceedings will allow much room for improvement. It is amazing how many interpretations of the word "abstract" educators seem to have. The reader will not find any consistency in format. Next year we will give more explicit guidelines. This year, we acknowledge that our communication was imperfect. This is a low budget production, but at least it is a start.

1979 is an historic year for NAGC. John Gowan is retiring. He has been replaced by two people, Joyce Juntune as Executive Director, and Don Treffinger as Editor of the Gifted Child Quarterly. This convention, the first on the east coast for many years, is being attended by the largest number of registrants we have ever had. Informally, we try to arrange our conventions to be in the mid-continent on alternate years, then west coast and east coast in between. The east coast is giving us a royal welcome. Thank you. Next year, we have been invited to Minneapolis.

Juliana Gensley, President NAGC

Emotions, Attitudes, and Values;
Meeting the Social and Psychological Needs of the Gifted.

Are there truly fresh, novel combinations of content, processes, and strategies having particular application for teaching gifted children ? That depends, of course, on what you already know. To be sure that the criteria of "newness" is met, "The SCAMPER Checklist for New Ideas" will allow participants to create new ideas of their very own. The checklist will be applied to the following topics;

a. Visualizing as a data gathering process.

b. Cultivating the "higher level feeling processes."

c. Running the Multiple Talent" keyboard.

d. Meeting the psychological needs of the gifted.

e. Making the cognitive and the affective interactive.

f. Creative Problem - Solving for the gifted and talented

g. Right Brain - Left Brain dominance, implications for G/T.

The above topics, and more, are presented experientially. With the application of the checklist, it becomes possible to make modifications and adaptations so that materials and information have unique application to a particular group of gifted children. The limits for modifying ideas are boundless, but depend on the energy and creativity of the teacher.

Reference will be made to the publications of the presenter which detail the ideas, processes, and instructional strategies which make up the program.

Bob Eberle
2 Brookside Ct.
Edwardsville, IL 62025

STAFF DEVELOPMENT--LET'S COUNT THE WAYS

Charlotte E. Malone

University of California, San Diego

Classroom teachers want to know what special training they need to adequately provide for their gifted and talented students. There are two phases to good staff development. The first covers six major areas of teacher preparation with special emphasis on ways the gifted and talented are different from their age mates. Teachers may use these six areas as a checklist to evaluate their own previous training.

The second kind of staff development moves beyond the traditional. Here, teachers are helped to see life as a classroom. They learn to use the opportunities available in the environment to develop "instant curriculum" which requires their students to use high levels of thinking. They learn to move beyond the curriculum guide to unite cognition and affect in their own lives and in the lives of their students. Teaching then moves away from an inductive process to a very creative act.

Abstract For Workshop On Identification Of The Gifted

This workshop will focus on a broad range of identification and evaluation instruments for gifted education and for the assessment of creativity and problem solving. A new measure of self concept of gifted children will also be introduced. Participants will examine instruments in detail, complete several, and learn about their potential applications. The workshop will also deal with procedures for a complete identification program, inservice training for staff, and use of identification in program planning. Synthesis of data and final selection procedures will also be presented with special emphasis on alternative procedures such as subjective final selection, the Baldwin Matrix approach, and differentiated selection by type of giftedness. It will also be suggested that there are three major categories of gifted students: 1) intellectual-academic, 2) creative-artistic-talented, and 3) social-leadership. Observation of performance and evaluation of products will also be discussed as approaches to assessment.

John Feldhusen, Ph.D.
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Workshop F- Translating Gifted Education's 'Best Practices' into every School and Classroom--- Dr. Frank Williams

Throughout the past five years during the current resurgence of education for the gifted many former theories of learning are being revised for implementing new programs in schools and classrooms. For the sake of expediency educators of the gifted have had to adopt and refine many existing models of learning which have been around for some time. Bloom's taxonomy (1956), Guilford's structure of intellect (1955 Parnes' creative problem solving and brainstorming (1954), Piaget's stage theory of intellectual development (1953), Rath's higher thinking processes (1966), Simon's values clarification (1966), Suchman's inquiry training (1966), Taba's teaching strategies (1968), Taylor's multiple talents (1968), and Williams cognitive-affective interaction model with teaching strategies (1969) are the most popular revitalized delivery systems for present gifted programs.

Some of the models of learning mentioned above were initially designed as theoretical research studies on child growth and development. None were ever conceived as purely learning procedures for gifted students, but were to provide knowledge about how all children learn. Four models were meant to be used as instructional techniques and curriculum development, but again for all students in school classrooms. Only one offers a complete diagnostic-instructional delivery system which includes teaching strategies for use across basic content areas to produce specific student outcomes with measurement and assessment instruments. This is Williams' Model with accompanying materials and assessment instruments.

Since the trend has been from general education into gifted education throughout these years, perhaps it is time to reverse this cycle and take some of the better things from gifted education back into classrooms for all typical, average learners. Which parts of the models and theories and how to do this still presents a challenge. Educators are asking if this might be done, and some promising programs attempting to make this translation are beginning to blossom. The workshop shall address this question and present practical ideas for how all of education can benefit from gifted education.

The first instrument designed to help in this translation is Williams "Performance Levels of a School Program Survey" (DOK Publishers Inc, Buffalo, New York, 1979). The PLSPS takes the eight major areas of multiple ability giftedness and asks teachers and administrators how well each area is being currently treated in schools and classrooms. Area and item scores are derived from self-reports on what is being done in school classrooms. Then upon analysis of rank order scores deficiencies are examined and program changes reviewed for possible inclusion in an on-going curriculum. Educators perception and awareness of neglected areas of ability development for all students is the major thrust of the Survey.

ABSTRACT

Session Title: Differentiating Curriculum for the Gifted/Talented

Presenters: Irving S. Sato, Director
N/S-LTI-G/T
Los Angeles, California

Jim Curry, Coordinator
N/S-LTI-G/T
Los Angeles, California

Topics:

1. Exploring the concept of "differentiation" and examining how to develop curriculum focusing on the characteristics/needs of the gifted/talented
2. Modifying specific elements of curriculum (content, process, and product) to facilitate appropriate educational opportunities
3. Utilizing teaching strategies and instructional materials in differentiating curricula
4. Changing ourselves and the environment to upgrade gifted/talented education

Possible ways for developing curriculum for gifted/talented students will be explored. Major emphasis will be on matching curriculum framework, stategies, and materials with the identified unique characteristics/needs of gifted/talented students selected for the program. Special attention will be given to changes which must be initiated both within ourselves as well as within the learning environment to implement the concept of differentiation.

Audience: Individuals with responsibility for planning a program or implementing a program for gifted/talented students: teachers, administrators, program coordinators, and consultants

Entry Level: Novice to some experiences

Expected Outcomes: Greater awareness regarding specific topics (as listed) and specific ideas for developing/implementing a curriculum for gifted/talented students

Address: National/State Leadership Training Institute on the Gifted and the Talented
316 West Second Street, PH-C
Los Angeles, California 90012
(213) 489-7470

IDEAS, IDEAS, IDEAS: A QUESTION OF ANSWERS IN WORKING WITH THE GIFTED

Dr. Barbara Pilon
266 Old Pickard Road
Concord, Mass. 07142

What specific literary materials, professional resources, Techniques and exeecises can be used with gifted students that will accomplish the goals we have in working with verbally gifted individuals,--helping them to develop more fully (1) their sense of humor, (2) their understanding of the techniques that will make them communicate more effectively both in their oral and written styles, (3) their associational and ideational fluency, (4) their creativity,and (5) their flexibility?

How should the teacher prepare herself/himself in working with gifted youngsters in language arts/ reading? What are some musts? How does one start?

How do the suggestions fit in with Bloom's Taxonomy?

These are some of the questions the workshop on "Literature with the Gifted" will answer. Participants will be actively involved in exercises that they can bring back to their classrooms and communities.

ENTERING A DECADE OF EXCELLENCE FOR GIFTED

Joyce E. Juntune
Executive Director, NAGC

Ten years ago as the 1970's were beginning Paul Torrance started a speech in New Haven Connecticut with the following paragraph, "In this country there is widespread belief that every human being has a right to optimum development of his potentialities and that every person possesses a unique set of potentialities, interests, percepts, liabilities, and assets. Yet we have never been able to work up very much support for educational provisions that will give our most gifted children and youth this chance. As we enter the '70's, it is time we ask some searching questions about the reasons for this state of affairs and develop more valid concepts of giftedness that this country can accept." Many of the challenges Dr. Torrance brought forth that day are still goals to be met. However, during the seventies important groundwork has been laid. Support for gifted/talented programming has become a reality in most states and many, many districts.

The time has come to move forward toward the goal of excellence in gifted programming. We must no longer pride ourselves in merely having a gifted program, but in having a quality program.

Excellence in gifted programming must be based on multiple research findings. No one set of research findings will cover everything there is to know about gifted education.

Growth components need to be included for both the teacher and student. Teachers must have increased exposure to recent and past research so they will be able to plan the best programs for the various students they are responsible for. We must move beyond the days of providing teachers with only a "bag of tricks."

Programming must center on individual students. Gifted/talented students are not mass produced. Emphasis needs to increasingly be on the kinds of giftedness exhibited rather than the amount. As the variety of strengths and needs of gifted students are taken into consideration, one finds the school setting must be expanded and the multiple of resources available outside the four walls become as important if not more important in helping us challenge the potential of gifted/talented students.

Excellence for gifted also means an emphasis on educating the whole child. Society demands inter-related areas of expertise. Programs for gifted must deal with social development as well as mental and processing development.

The foundation has been laid by the researchers and educators of the last decade. Achieving excellence for gifted becomes the responsibility of the researchers and educators of this decade.

Joyce Juntune
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A Multi-Talent Program Model

Anne Arundel County Public Schools, Maryland

Gifted and talented students have a wide range of abilities and interests. Teachers instructing these students are continuously challenged and stimulated, calling upon highly developed instructional skills to provide a program of the highest quality and caliber. A variety of programs are necessary to meet the diverse needs of these students. At the present time, Anne Arundel County has a selection of programs available for working with the gifted and talented. In each of the programs teachers are provided with instructional strategies and techniques, as well as sample activities which exemplify development of higher level thought processes. These programs provide a multi-talent approach.

At the following demonstration centers participants will learn about the program and will be provided firsthand experiences dealing with actual program instructional activities.

K-12 Cultural Arts Programs	Dr. Theodore Brown
K-8 Critical Thinking and Creative Problem Solving	Mrs. Margaret Hunt
6-8 Futuristics	Miss Elizabeth Stafford
Advanced Study Programs	Dr. Neal Fertitta
Logic Program	Mr. C. Thomas Subock

Contact Person - Dr. Neal Fertitta
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401

LRP = IN(5PS/3ST) = SD/GTP

A Formula for Staff Development for Programming for Gifted and Talented Students

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Excellence in the education of the gifted student demands an equally excellent education of the teachers of the gifted and of the supporting educational community. A long-range program of staff development must be an integral part of any process of program development and maintenance. In this change-agentry model, staff development activities are viewed within a framework of three stages: awareness, implementation, and maintenance. Selection of inservice activities appropriate to each stage are based on the developmental theories of Bloom (cognitive) and Krathwohl (affective) and on Renzulli's Enrichment Triad Model.

Presentation will be in narrative form accompanied by visuals and handouts, including instruments for assessment and evaluation for each stage of the model.

1. Discussion of the "how" and "why" leading to the development of the model
2. Overview of the model
3. Instruments for assessment and evaluation for each stage of the model
4. Application of the model
5. Question and answer

"COMMUNITY-BASED EDUCATION FOR GIFTED & TALENTED HIGH SCHOOL STUDENTS"

William R. Nash
Educational Psychology Department
Texas A&M University
College Station, Texas 77843

This session will describe a model which has enabled three community sectors (university, public schools, and business community) to join forces in an effort to bring the world of work and education together for the development of the multipotentialities of gifted and talented high school seniors. This program has three phases and occupies two hours per day of the school year. It has been tested at three different school districts in Texas.

Phase 1, Guidance Laboratory Experience

Through self-investigation and evaluation procedures, students identify tentative career interest areas. All activities in this phase are conducted at the school. Resource persons are drawn into the lab daily during this phase from both the university and the community.

Phase 2, Mentorship Laboratory Experience

Individual participants are placed in observer roles in specialized career fields identified during Phase 1. A shadowing experience under the direction of a University professor of advanced studies is afforded each participant during the regular school day on the university campus.

Phase 3, Working Internship Experience

Based on information and experience gained during Phases 1 and 2, the students are placed in community work sites under the direction of persons engaged in the career field the student has tentatively selected. Emphasis is placed on exposure to all possible aspects of the career field.

Topic: Hard Research and Staff Development

Title: THE CONSTRUCTION AND DEVELOPMENT OF AN ATTITUDE/BEHAVIOR SCALE TOWARDS THE GIFTED

The concept of multidimensional scaling has not been applied in assessment of attitudes toward the gifted. The purpose of this presentation is to report on the construction of multidimensional attitude-behavior scale derived from Guttman facet theory.

A five facet six level instrument, the Attitude Behavior Scale: Gifted/Talented (ABS-GT) was evolved to assess attitude behaviors toward the gifted/talented. Following Guttman, attitude was defined as a "delimited totality of behavior with respect to something." Each of the six ABS-GT subscales were regarded as such a "delimited totality", that is attitude was regarded as a kind of behavior.

All too often educators assume the gifted "can take care of themselves". This scale is intended to point out the attitude base from which educators approach problems relative to gifted education such that inservice and workshop design may focus on the appropriate attitude formation level, i.e. societal, stereotypic, personal hypothetical, or personal action.

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Psychologist
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IDENTIFYING THE LEARNING ABILITIES AND DISABILITIES WITH THE SOI-LA TEST

Mary Meeker

The absence of cognitive abilities, whether among gifted or non-gifted achievers, will turn many otherwise good students into students labeled Learning Disabled (LD)

Let's take a look at gifted girls. We have data on several thousand identified girls across this nation, Canada, Mexico and Japan on the SOI-LA test. With the exception of black and Hispanic girls, all of them show a decidedly low scoring on two of the SOI abilities CFS and CFT (Comprehension of Figural Systems and Transformations).

It is a rare school system which develops figural (spatial) abilities in its students--figural intelligence, which is a major part of the right hemisphere functioning is, along with auditory memory, the major foundational underpinning for mathematics. Montessori identified this set of abilities; Piaget identified them, too.

The end result of non-figural curriculum for the gifted girls in particular is that unknowingly, decisions about their careers are made as early as second grade when manipulative materials and spatial intelligence are considered useless. The curriculum then becomes almost wholly semantic (verbal) with a few symbols (numerals) thrown into what is called arithmetic.

Our data indicates that identified gifted almost universally score gifted in Memory and that the Memory was gifted before they started school; perhaps it was the memory which brought them to the attention of their teachers. Visual memory is foundational for spelling, reading and language arts; auditory memory is foundational for arithmetic.

Any student who is deficient in the memory skills will be labeled as under-achieving. The 24 SOI abilities and their relationship to reading, math and creativity will be discussed. Tests, graphs and research studies will be reported with examples of gifted who have been identified as LD because of undeveloped cognitive abilities.

SOI INSTITUTE 343 Richmond St. El Segundo, Cal 90245

VERBAL ORIGINALITY, CREATIVE IMAGERY, AND SENSORY IMAGERY IN BLIND ADOLESCENTS

Roger A. Johnson
Old Dominion University
Norfolk, VA 23508

This study examined (a) verbal originality--i.e., "the power of the imagination to break away from perceptual set as to restructure or structure new ideas, thoughts, feelings into novel and meaningful associative bonds," (b)creative imagery--i.e., the power of the imagination to break away from perceptual set to produce direct, personal, fantasy and symbolic analogies with simple or complex image patterns, (c) sensory imagery--i.e., the relative frequency of images in six sense modalities(visual, auditory, kinesthetic, tactile, olfactory, and gustatory) among blind vs. sighted adolescents.

Data were obtained from 95 blind and 95 sighted adolescents aged 10 to 21 years using Sounds and Images and Onomatopoeia and Images, components of Thinking Creatively With Sounds and Words (Torrance, Khatena, and Cunnington,1973), as stimuli. An ex post facto design was employed with blind and sighted adolescents matched on three intelligence levels (45-82 , 83-100, and 101-142); on three age levels (10-13, 14-16, 17-21); and on socioeconomic status. The data were analyzed using a factorial analysis of variance design.

The blind adolescents scored significantly higher than their sighted counterparts on verbal originality and creative imagery, and produced significantly more complex and and symbolic analogies. There were no differences, however, on the number of direct and fantasy analogies produced by the two groups. The number of responses of each sensory modality and the relative order for both the blind and the sighted was the same and in the following order of diminishing frequency: visual, auditory, kinesthetic, tactile, gustatory, and olfactory.

Collectively, the results suggest that blind adolescents are at least as verbally original and imaginative as their sighted counterparts. It also seems that the frequency of image experiences in the various sense modalities does not appear to be dependent on the seeing status of the population being studied.

It is interesting to speculate as to why the blind adolescents may be more creative than their sighted counterparts. Perhaps, this apparent superiority is the result of years of experience in using their imagination in order to adjust to a sighted world.

Planning and Teaching the Interactive Processes.

According to Jean Piaget,

> There is a close parallel between the development of affectvity and that of the intellectual functions, since these are two indissociable aspects of every action.

Many scholars; including Krathwohl, Broudy, and Lyon, clearly suggest that nearly all cognitive behaviors have an affective component. It appears that the higher levels of the affective domain will need to be given attention if gifted children are to reach their potential of becoming fully functioning, creative individuals.

It is now possible to think in terms of a gifted curriculum to develop emotional maturity which is equal to in importance to a curriculum for intellectual development. Recognizing the classical work of Bloom and Krathwohl, editors of The Taxonomies of Educational Objectives: Cognitive and Affective Domains, the taxonomies may placed side-by-side and a parallelism established. In so doing, the cognitive and affective processes may be viewed as complimentary and interactive. As such, they become a ready reference for planning and teaching.

This session provides a review of the processes of both domains. The processes will then be viewed in an interactive mode. Further clarification of the affective domain will be brought about through the establishment of four categories of affective content.

Bob Eberle
2 Brookside Ct.
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A SEMINAR: CULTIVATING ACADEMIC TALENT

If one were to canvass leaders in government, the professions, colleges, universities, business, and, of course, parents regarding their insights on gifted children, one would find that they are perhaps the most neglected children in our democracy. To some degree our reliance on the idea of education "all of the children of all of the people" has not differentiated opportunities for the gifted. Yet, through education as an avenue or vehicle equality of opportunity can best express itself for the gifted. The rationale for identifying the varying needs of minority and handicapped children are applicable here. Are we neglecting anatural resource - giftedness, talent or creativeness? How many children are undefined? How can we bring out giftedness or creativeness in exceptional children? This is the tone of recent public opinion questions in the education of gifted children - and all children.

This seminar will help to bridge the gap between parents and teachers in their concern for their children; between our theoretical and practical understanding of learning disabilities and gifted ess; and between mass education and meeting the individual needs of gifted children. An attempt will be made to highlight where we were, where we are, and where we should be going in the education of gifted, talented and creative children. Resources for the parent, educator, and student will be distributed.Original psychoeducational considerations and strategies for combining the concepts of learning disabilities and giftedness will be posited and an expanded understanding of giftedness proposed.

PRESENTERS: Dr. M.P. Cutrona, Wagner College President American Association of Psychoeducational Therapists

Barbara Wirsch, Fairleigh Dickinson Univeristy, National Executive Secretary, Am. Association Psychoed. Therapists

DEVELOPING AN INDEPENDENT STUDY PROGRAM FOR ACADEMICALLY GIFTED ELEMENTARY STUDENTS UTILIZING COMMUNITY RESOURCES

BY

STARR CLINE
280 Concord Avenue
Oceanside,L.I., NY 11572

The most gratifying thrust today in the movement to initiate meaningful programs for gifted and talented students is the concern with allowing each individual to decide what it is he or she wishes to study. Permitting children to explore his/her own areas of interest not only allows for their gifts to emerge, but gives learning meaning and brings with it a joy that should be part and parcel of the learning experience. It provides the growth necessary to achieve full potential in life.

Philosophical Basis for Independent Study

Independent study is an integral part of most of the philosophies being developed by noted educators in the field today, and can accommodate the kinds of thinking that are so important in the training of minds to enable them to become original, free-thinking producers in our society.

General Topic: Education of the Gifted on the elementary level.

Title of your talk: Utilizing available resources within the school's system.

Name R. Lorraine MacKinnon

Mailing address: Wicomico County Board of Education
Long Avenue & Mt. Hermon Road
Salisbury, Maryland 21801

Name of school system: Wicomico County Public Schools

Office Phone # 742-5128 Exten. 59

Please write a 100 word abstract on your topic in the space below.

Wicomico County schools have initiated a program of study for gifted 5th and 6th grade students which is unique in the state of Maryland.

As with most counties in Maryland funds are not easily obtained for the education of the gifted. Therefore, this county has utilized resources in personnel and equipment already in service to our pupils.

The school system is operated on a 6-day cycle (A-F) and for one full day every cycle the 5th and 6th grade students board the school bus regularly scheduled to go by the child's home on its way to one of three "Senior High School Centers." This is the high school into which the child's elementary feeder school channels its students.

During the seven period day, the students study under the leadership of the senior high specialists in such content areas as math, language arts, art/music, psychology, marine science, biology, physical science and world cultures. These course offerings have been developed by the teachers who are responsible for teaching the content material. During summer workshops for teacher training and curriculum development, a truly qualitatively differentiated program of studies has been written in two comprehensive curriculum resource publications.

Parent and community support has been extremely high as has teacher interest and administrative commitment.

By utilizing the available resources in the high schools, the students have equipment (lab, etc.) and resource specialists which are not available to them in the elementary feeder schools. This program works for us

Return to:

WILLIAM C. GEORGE
Associate Director of the Study of
Mathematically Precocious Youth (SMPY)
Talent Search Coordinator

36 CHARLES AND 34TH STREETS BALTIMORE, MARYLAND 21218

Abstract. Leadership Giftedness
and Moral Education

Of all the areas of gifted education which are currently being developed, education toward leadership giftedness is perhaps the most controversial. This is due in large part to the failure of the profession to clearly and concisely define both the parameters and the pedagogyyfor developing future leaders.

Additionally, the area of moral education, also referred to as values educations or ethics education, is undergoing close scrutiny, due in large part to an awareness on the part of educators and social critics of an emerging "cult of narcissism." In short, there are several problems confronting this aspect of gifted education.

This paper attempts in part to solve some of those problems. By considering the idea that moral development is indeed cognitive (Kohlberg) a model for synthesizing Bloom and Kohlberg into an experiential process hasecome into being. This paper deals with the dynamics of that process and suggests a possible curriculum wherein leadership giftedness might be nurtured.

Bryan Lindsay
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PARENT POWER

Charlotte E. Malone
University of California, San Diego

The art of parenting is usually viewed from the perspective of parent action. However, it can be better evaluated in terms of child response. Relatively small differences in the approaches parents take can transform mediocre activities into valuable experiences for their children. These experiences provide active participation for children in growth modalities. Some educational models such as the Structure of Intellect model may be adapted for use as guides for evaluating and upgrading parent/child activities. The adapted models provide a frame of reference from which parents can work.

ABSTRACT

HOW TO TEACH FIFTEEN COLLEGE COURSES IN FIVE PERIODS
(A College for High School Program at Manhattan Kansas High School)

The academically gifted student has been the forgotten minority in the average classroom of the nation. In an age when schools must educate for diversity, and the curriculum should reflect a variety of interests, the conventional curriculum binds these students, both in the rate at which they may progress and in options of what they would like to learn.

Advanced Placement at Manhattan High School for the academically accelerated students who are college bound allows them (1) to earn dual credit (both high school and college), (2) to meet their individual needs and interests, (3) to progress rapidly, yet remain in high school for the traditional length of time by which they secure the maximum benefit of working with their peer group in a high school environment, which is emotionally and socially important to many intellectually gifted yet psychologically immature students.

Taken into consideration will be (1) establishment of needs, (2) the pre-planning and revising of the program; (3) the present format; and the results over a seven-year period. The program was approved by the Kansas State Board of Education; parents are enthusiastic and very supportative of it. It meets one concern for any gifted and talented program in that it is an integral part of the district's total curriculum and does not create an elitist group.

Vera E. Pletcher, Director
Advanced Placement & Independent Study
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"Effects of Educational Programs on the Self-Concept of Gifted Elementary Students"

Dr. C. Judith Stopper

This Presentation focuses on two main areas: the educational program-groupings and the self-concept of gifted elementary students. Research findings are reported on various gifted programs and their effect on how children feel about themselves and their school achievement. Workshop participants are shown how to examine their own gifted programs and how to set up a research design to evaluate various effects that the programs may be having on the participating students. Information, data collection and data analyses procedures are included in the design presentation based on the Marple Newtown School District Research Study.

The Marple Newtown Research Design attempts to answer the questions; Should gifted students be integrated into regular classrooms, to what extent should they be integrated, and how will their self-concept be affected? The purpose of this research study is to evaluate the relationships of self-concept to school achievement, sex, and grade level of three groups of elementary students: (1) Group A - 99 gifted elementary students in the academically talented program; (2) Group B - 77 gifted elementary students in the regular education program; and (3) Group C - 199 non-gifted average students in the regular education program. The defined pupil population in this study was the total enrollment of 375 students in grades two, four, and six from the three elementary schools which contained the academically talented program in the Marple Newtown School District, Newtown Square, Penna. The results, conclusions, and recommendations are shared with workshop participants.

Dr. C. Judith Stopper
819 Ellis Avenue
Newtown Square, PA 19073

Roger Firestien
51 Richmond Ave. #C-1
Buffalo, New York 14222

Nurturing the Musician Within

This session will explore ways to help develop effective, enjoyable, practice strategies in children and adults, help people deal with "performance woes", and open up many new directions in the creation of new music.

Balance is an important quality of any artistic endeavor. We are all aware of the great imbalance that exists today in the world of music. Most students of music are taught all the technique necessary to play a musical instrument adequately. However, the majority are not instructed in those aspects of music that make them complete musicians; such aspects are: practice, performance, and the creation of new music.

This session will demonstrate techniques that can be adapted to any level of musical ability to help people create. By understanding how split-brain theory relates to the performing arts, participants will learn how to make practice and performance more creative and effective. They will also explore visualization and guided imagery techniques that aid all aspects of music.

People involved in any aspect of the performing arts may benifit by attending this session, for their own benifit as well as to suggest new directions for working with gifted students in the arts.

THE ROLE OF THE INDEPENDENT CONSULTANT/SPECIALIST IN THE GIFTED AND TALENTED

by

Gerald H. Bidlack, Ph.D.

(Since 1974, the author has offered private consultation services to parents of gifted and talented young people in the Washington, D.C., metropolitan area.)

ABSTRACT

Parents seek the help of an independent specialist in the education of gifted and talented young people for a variety of reasons. Many see signs of unusual ability in their children, and want an objective, professional assessment. Young parents of preschool-age children may seek advice on how to find the best school setting for their very bright youngsters, and how best to prepare them for the coming school experience. Other parents have children already in school and are concerned about apparent contradictions in their children's scores in the school's testing program: for example, a child who reads books far beyond his years with enjoyment but who has mediocre reading comprehension scores. Still others are dissatisfied with their children's present school situation and want help in exploring other school and out-of-school options.

The independent consultant/specialist should be trained in techniques of evaluation, and should be experienced in teaching the gifted and talented. He/she must stay abreast of developments of significance to gifted and talented children in his/her locality and across the nation. The specialist must know what is available to the gifted and talented in nearby public school systems, should be familiar with programs and opportunities in nearby private schools and colleges, and should be an active member of professional and parent organizations in the field of gifted and talented education.

The College Board's Advanced Placement Program:
Dr. Harlan P. Hanson, Program Service Officer (APP)
The College Board
888 Seventh Avenue, New York, NY 10019

The College Board's Advanced Placement Program, one of the nation's better-known educational experiments, is now entering its twenty-fifth year and a period of quickened growth. Despite minor changes in its operations and major additions to its offerings (most recently Art, Music, and - this year - English Composition, German Language, and Drawing), the Program's basic rationale and processes have stayed the same, with approximately 20% (4400) of the nation's secondary schools and about 15% (107,000) of their college-bound students served in 1978-79 and another 200-250 schools and 10,000-12,000 students expected in 1979-80.

The Program is directed to the need of academically gifted students for college-level studies in their upper-secondary years; to the desire of their teachers and administrators to provide these opportunities in the context of the regular secondary program, and to the need for the school's definitions and measures of such studies to be shared with the students' ultimate colleges lest their opportunities in school lead to wasteful - even harmful - repetition at college.

To this end the Program, through its conferences, publications and most particularly its Development Committees, composed of teachers and professors from participating schools and colleges, provides descriptions of typical introductory college courses, of school courses that achieve these same ends, and of the sorts of questions that will be found in their annual examination on these goals. The examinations, meant to demonstrate the AP students' college-level achievement and offered (by any school that wishes to participate) in mid-May, consist of both essay and objective questions; are graded, again by teams of school and college teachers, on a 5-point scale, with grades of 3 or higher considered to be "qualifying"; and are reported to students' designated colleges in early July for treatment like transfer credits.

Principal findings of the Program to date include the observed facts: (1) that "qualifying" AP students, placed ahead into advanced courses, out-perform upperclassmen who did their "first-year college" work at college rather than at AP schools; (2) that AP students tend to take more courses in the fields of their AP studies and in their college as a whole than do others; and (3) that the ability of American schools to provide this type of experience was grossly underestimated both by the Program's founders and the larger educational world.

Topic: Staff Development and Leadership Training

Title: Stress Management in Gifted Education: Recognizing and Preventing Burnout Syndrome.

Stress and confusion have become a salient part of today's world. Directors, coordinators, teachers and parents of the gifted may experience high levels of stress in both their personal and professional lives. When individuals are threatened, behaviors are aroused to ward off the perceived or anticipated harm. The individual may attempt to avoid the danger, overcome it by attack or engage in defensive behavior, resulting in potential burnout.

The purposes of this lecture-discussion presentation are twofold:

1. Participants will develop a personal plan for managing stress in their professional/personal lives to prevent burnout;
2. Participants will be actively involved in learning about stress and tension in gifted education and ways to manage it.

Barbara J. Davis, M.A.
Coordinator, Gifted and Talented Programs
Eaton Intermediate School District
1790 East Packard Hwy.
Charlotte, Michigan 48813

ABSTRACT

Session Title: Discussions on Program Development

Presenter: Irving S. Sato, Director
N/S-LTI-C/T
Los Angeles, California

Topics:

1. Highlighting some critical issues to consider in program development -- realistic definitions, communicative program goals, implementable curricular designs, etc.

2. Discussing possible avenues for extending/expanding gifted/talented program

3. Exploring ways to increase articulation within the gifted/talented program as well as between the gifted/talented program and the "regular" program

The discussions will attempt to take a closer look at some of the issues/concerns related to the initiation, development, and extension of gifted/talented programs.

Audience: Individuals with responsibility for planning a program or implementing a program for gifted/talented students: teachers, administrators, program coordinators, and consultants

Entry Level: Those with some experience in gifted/talented education

Expected Outcomes:

1. Identification and definition of some critical issues in program development

2. Some alternatives for dealing with these issues

Address: National/State Leadership Training Institute on the Gifted and the Talented
316 West Second Street, #H-C
Los Angeles, California 90012
(213) 489-7470

"IDENTIFICATION, REFERRAL, AND ASSESSMENT OF HISPANIC AND INDIAN GIFTED STUDENTS"

Presented to The Twenty-Sixth National Association for Gifted Children, October 19, 1979 11:45 AM, Session IV Room H BWI Airport Holiday Inn Baltimore, Maryland

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For Additional Information Contact:

Edward T. Gonzales, Special Projects Supervisor

Los Lunas Consolidated Schools

Drawer 1300

Los Lunas, New Mexico 87031

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Name: (Mrs.) Bennie M. Collins, Supervisor
Gifted and Talented Programs,K-6
Gary Community School Corporation

Address: Tolleston Middle School
2700 West 19th. Avenue
Gary,Indiana 46404

Title of Presentation: Adventures In Enrichment:
Gifted Education Gary Style
(K-6)

Area(s): Kindergarten-Elementary Enrichment Center
The Expressive Arts Center:
Saturday School
The Academic Academy

Description: Kindergarten Elementary Enrichment Center-Kindergarten students attend their home school as assigned one half day for the traditional kindergarten program. Upon identification and referral, parents bring them to the Enrichment Center for one half day of activities in music (class piano) art and cratts;foreign language (conversational Spanish);and creative dance.

Gifted and talented first through third grade students enroll in a special program providing two-thirds day high potential academic curriculum and one-third day enrichment activities.

Saturday School The purpose of Saturday School is to provide another opportunity for gifted,talented and creative students to reach their full potential through expanded intellectual,cultural and performing experiences.

The Academic Academy Academy centers are located in selected elementary schools. The program offers activities in foreign languages, mathematics and science.
Students who participate in these programs are identified as gifted and/or talented by established criteria, (including standardized tests),and whose educational potentials can best be served by enriched and/or acclerated activities outside the regular classroom.

Local school systems who are planning programs for gifted students, should take into account several common sense factors if they are really committed to establishing such programs. A survey of students, staff, and community populations; budgetary implications; the local political ramifications; and philosophical compatibility of other programs within the system, cannot be ignored. Some sense of balance is very necessary. A rush to identify large numbers of students without serious consideration as to what will be done with them after they are selected and who is going to do it, can precipitate disappointment in students and parents, and headaches for teachers and administrators. Conversely, agonising over the difficulty of developing totally culture free identification procedures to the point of inaction, can be just as counterproductive.

Viable public school TAG Programs, in other words, depend not just on challenging curriculum and appropriate teaching strategies. Rather, they rely on the successful webbing of a number of stands which are political and practical as well as purely educational.

Jane Hammi
PRINCE GEORGE'S COUNTY
PUBLIC SCHOOLS
P. O. Drawer 130
UPPER MARLBORO, MARYLAND 20870

SELLING YOUR PROGRAM:
Inservicing Parents for a Gifted Program

Carol Gellner and Irv Ambrose
Capital School District
Forrest Avenue
Dover, Delaware

"Selling Your Program" to parents of gifted children is a presentation to assist in opening the lines of communication between educators and parents. It is extremely important to have the cooperation and support of parents in gifted programs. Many times the parent must get directly involved in the child's work by supplying transportation, resources and/or advice and consent. It will be the purpose of this presentation to offer suggestions on how to enlist this support starting with the initial in-service meeting. Explanation of the gifted program's design and goals can be done most effectively using a multi-media approach. There will be examples of this presented as well as sample questions one might expect to encounter.

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: High School Philosophy

TITLE OF YOUR PRESENTATION: Philosophy: A High School Program for Gifted Students

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

45-50 minutes

Name: James LoGiudice

Mailing Address: Bucks County Intermediate Unit #22, Cross Keys Bldg. - 2nd Floor,
Doylestown, PA 18901

Name of school district: Bucks County Intermediate Unit #22

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):
Supervisor, Programs for the Gifted and Talented

Office phone number: (215)-348-2940, ext. 34 or 35

Abstract (Please write a 100-word summary of your topic in the space below):

A description of a course of study dealing with philosophy as a workable program alternative for high school gifted students. Objectives of the course, classroom procedures, and a overview of the course content will be presented to the participants. Also, suggestions for beginning such a course will be offered, materials used in the program will be available for review, and the enclosed course outline will be distributed.

Sample lessons, units and assignment sheets will be discussed in order to give participants a better view of the day-to-day working of the philosophy program.

Time will be allowed for questions and audience reaction.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

THE ANTECEDENTS OF ACHIEVEMENT

Charlotte E. Malone

University of California, San Diego

Achievement is active--it is progress, and it results in production that is positive in nature. Underachievement is passive--it is static, and it sometimes replaces achievement with negative production. A wide range in levels of achievement is observable in individuals who seem to have equal potential. The problem is to determine why some people achieve at a higher level than others.

Studies of children who persist in the face of excessive environmental stress report a developed inner strength much like the "higher nature" described by Maslow. Research on underachieveing children consistently includes discussion of low self-esteem as a major contributing factor. It becomes evident that the sequential development of certain personalitly characteristics plays an important part in determining how well an individual will combine his or her cognitive skills with affective function.

Achieving children characteristically demonstrate behavior which indicates that movement through the Eriksonian stages of development has taken place. Similarly, underachieving children can be shown to have had interrupted development through these stages. Self-perpetuating, low self-esteem usually results.

Clearly, proper advancement through the Eriksonian stages is not the only factor to be considered in the study of achievement. However, it is a factor that has been neglected in favor of more cognitive approaches. The time has come to combine available knowledge about learning styles and teaching techniques with a genuine awareness of the necessity of the orderly passage through developmental stages. The growth that takes place while moving through the Eriksonian stages builds a reservoir of strength that eventually becomes the affective energy needed to transform cognitive skills into achievement.

An Investigation of Expressive and Receptive Language Development in a Gifted Preschool Population

Susan H. Shonbrun
The Easter Seal Society of Southwest Florida
Naples, Florida

Arthur M. Guilford
University of South Florida
Tampa, Florida

The purpose of this study was to investigate the relationship of expressive and receptive language development in a group of eleven gifted preschoolers with an I.Q. range of 140-160+ and an age range from 4-1 to 4-11 years. Specific test instruments used to evaluate these abilities were the Token Test, Carrow Elicited Language Inventory, Developmental Sentence Scoring and Mean Length of Response. Although non-significant coefficients of correlation of small magnitude were consistently derived across all measures, analysis of intersubject and intrasubject consistencies revealed the following findings. The gifted subjects used longer and more complete sentences, more complex verb forms, and greater grammatical elaboration than did standardized normative samples in the 4-0 to 4-11 age range. Frequent occurrence of elliptic sentence forms was also noted.

The gifted subjects' ability to understand receptive language as measured by the Token Test substantially exceeded the normative sample within the 5-0 to 5-6 age range. A number of suggestions were made as a result of these findings. The gifted subjects were able to bring to completion more complex and elaborated grammatical forms than did the normative sample. In addition, the gifted subjects appeared to have mastered elliptic forms common to adult conversation. Finally, the gifted subjects had heightened auditory memory spans and memory for linguistic information compared to the normative sample. Based on these findings, it was concluded that the gifted subjects in this study did not have a better selection of deep structure and transformational rules than the normative comparative sample, but rather they were able to bring more of the rules to completion for the comprehension and production of syntax.

NEW DIRECTIONS IN LEFT RIGHT BRAIN RESEARCH

by

Ronald Rubenzer*

This presentation will trace the development of left/right brain research over the last one hundred and fifteen years, from the earliest medical experiments to the most up to date "xenon 133" experiments.

The major conclusions of over one hundred and fifty studies involving more than sixteen hundred subjects during the last twenty years will be discussed as they relate to the major roles of the left/right hemisphere processing modes in language, learning, education, perception, creativity and affect.

A left/right hemisphere model of problem solving will be presented with practical suggestions on how to stimulate "communication between the hmeispheres" in order to enhance creativity and learning.

*Fellow: Graduate Leadership Education Project on the Gifted/Talented- Teachers College, Columbia University

Ron Rubenzer
514 W. 122nd #501
New York, NY 10027

PHOTOGRAPHY: A Medium for learning

by Brian A. Sims
710 Potomac, #22, Buffalo, NY 14222

Photography can be used not only for art, but also as a medium for learning in academic areas.

Photography can be used as a motivating force and a complement to writing. Making photographs as an historical record can help children understand and become excited about history and how it is made. Gifted children can use photography to explore and become involved with social problems. Photography is a useful tool for recording science data, and a means for understanding some math concepts.

One very important benefit of using photography in academic disciplines is that it helps balance the traditional emphasis on verbal thinking skills; using photography can help students become more fluent and more critical visual thinkers.

The proposed session will demonstrate various applications of photography in the classroom. Photographic systems now on the market that are designed for children and classroom use will also be discussed.

FLEXIBILITY TRAINING: A THEORY AND METHODS FOR ENHANCING LEADERSHIP GIFTEDNESS

By Paul G. Friedman, Ph.D.
Associate Professor
Speech Communication and Human Relations
University of Kansas
Lawrence, Kansas 66045

Students gifted in leadership are those who have exceptional mastery of a wide range of social competencies and flexibility to use them (or not) in whatever social situations they encounter. Social competencies can be synthesized into a theoretical structure dubbed the "A-Frame." In brief, all abilities in interaction are subsumed under five categories entitled: awareness, acceptance, actualization, assertion, and aid. Each has two components, the first relating to oneself, the second relating to the other participant(s) in dialogue (e.g. self-awareness and awareness of others, self-acceptance and accepting others, etc.) Nurturing leadership giftedness involves self-assessment and self-directed enhancement of one's own level of anxiety or confidence in each category, one's own level of knowledge or "consciousness of process" in each category, and one's own level of energy or "implementation potency" in each category. These are examined in terms of the circumstances likely to occur in one's life--the key people, contexts, and functions of one's everyday interaction. Gifted students identify their own strengths and weaknesses (e.g. whenever they feel attached, defended, confused, scared, closed, helpless, etc. or free, flexible, aware, confident, open, assertive, helpful, etc.), and carry out learning plans suited to themselves and their chosen areas of growth from among those presented in a comprehensive flexibility training program.

SOCIAL DIMENSIONS OF GIFTEDNESS:DYNAMICS AND FACILITATIVE TECHNIQUES

ABSTRACT

Rapid societal changes over the past fifty years necessitate the ability to communicate effectively. It is no longer sufficient to focus on encouraging the gifted child to develop his on her ability in a social vacuum. Educators need to recognize and nurture the ability of gifted students to communicate effectively and to assume leadership roles.

This session will explore the dynamics of interpersonal communication skills as they relate to gifted, talented, and creative children. Some innovative instructional techniques for facilitating communication skills will be presented.

ORGANIZER: Reva C. W. Jenkins, Assistant Professor, Department of Educational Psychology and Research, The University of Kansas, Lawrence, 66045

PAPERS: Friedman, P.G. Flexibility Training: A Theory and Methods for Enhancing Leadership Giftedness

Houseman, E.D. Directions for Self-Concept Development in Relation to Communication Skills

Huber, J.R. The Social Needs of Gifted Children

Jenkins, R.C.W. The Workshop as a Vehicle for Developing Communication Skills of "Gifted" Teachers

Kelso, M.R. The Dynamics of Feedback in Relation to Self-Perceptions

Pyryt, M.C. Assessment Techniques for Developing Self-Awareness

GIFTED-L.S. STUDENTS: THEIR PSYCHOEDUCATIONAL PROFILES

Kippy I. Abroms, Ph.D. and Yvonne Sandos, M.Ed.
Tulane University St.Charles Parish Schools
New Orleans, Louisiana Luling, Louisiana
70118 70144

In a metropolitan school district of approximately 90,000 pupils, psychoeducational data of students identified as Learning Disabled and as Gifted were examined. Full Scale, Verbal, and Performance as well as individual subtest scores on the WISC-R were recorded for each of the students. Other data captured included Bender-Gestalt, WRAT, and Spache scores. Factor analyses were conducted to est ish group profiles of students identified as L.D. and as Gifted by this particular school system.

The second phase of the data analysis consisted of examining the profiles of students which embraced the major characteristics of both the L.D. and Gifted categories as defined by the previous analysis.

EFFECTIVE ADVOCACY FOR GIFTED AND TALENTED CHILDREN

There is a crucial need for more effective advocacy at the national, state and local level if education for the gifted and talented is to survive. Education's increasing problems with fiscal limitations, mandates to serve special populations and the growing pressure to serve the "average" student adversely affects support for gifted education. Most parents and educators have little or no experience with advocacy for the gifted and talented. As a consequence some advocates have inadvertently alienated key decision makers thus counteracting their efforts to build support.

For the past two years, the National Association of State Boards of Education has worked with state-level decision makers in many states across the country to increase support for the education of gifted and talented children. From activities involving members of state boards of education, state legislators, key staff in state departments of education, and local district superintendents, NASBE has gained valuable insights as to how parents, educators and others concerned with the gifted could become better advocates. This information will be given through the workshop session.

The session will guide participants in avoiding common pitfalls in advocacy; organizing advocacy efforts; and communicating effectively orally and in writing with key decision makers. The workshop will directly involve participants in a mock presentation to a board of education and a legislative committee. These activities will be helpful to all parents and educators who are supportive of gifted and talented children and wish to be more effective in convincing others to support programs for these special children.

Patricia Bruce Mitchell

NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION
526 Hall of the States, 444 Capitol St. N.W.
Washington, D.C. 20001

THE RELATIONSHIP OF GIFTED ADOLESCENTS' SELF CONCEPT TO ACHIEVEMENT, SEX, GRADE LEVEL, AND MEMBERSHIP IN A SELF-CONTAINED ACADEMIC PROGRAM FOR THE GIFTED

by

Frances M. Carter, Ed. D.
77 South Rolling Road
Springfield, Pennsylvania 19064

This study has linked two areas in which the literature has been extensive - self concept theory and education of the gifted. Although countless studies have been conducted on the specific problems of the gifted, few have dealt in particular with the self concept of the gifted adolescent as it relates to several variables: achievement, sex, grade level, and membership in a self-contained academic program for the gifted.

Having taught gifted students for many years in such a self-contained, K-12 program, this investigator was especially interested in the affective dimensions of this program model. The literature is largely supportive of the academic benefits of such an approach. Little has been written, however, about its social and psychological effects on the participants.

The general problem studied was: To what extent is the self concept of gifted adolescents related to their school achievement, sex, grade level, and academic program? This ex post facto multivariate study included 206 gifted students in 7th, 9th, and 11th grades in a suburban Philadelphia school district. A matched cohort approach was used, pairing 103 gifted students in a special program with 103 equally gifted peers in the regular academic program. They were matched by sex, grade, and intelligence.

Data included the Tennessee Self Concept Scale scores as indicators of global self concept and the Self Concept and Motivation Inventory scores measuring school self concept. Also included were: IQ scores, achievement test scores, grade point averages over a three-year period,

ABSTRACT

Session Title: Developing an Administrative Program Design

Presenter: Jim Curry, Coordinator
N/S-LTI-G/T
Los Angeles, California

Topics:

1. Balancing among program prototypes (enrichment, acceleration, and guidance).
2. Selecting an administrative design.
3. Bridging between the gifted program and the regular classroom.
4. Integrating the administrative program design with the curricular model.

Options for developing an administrative program design will be presented. Major emphasis will be on establishing continuity within the program while serving the specific needs of the identified students. Special attention will be given to developing strategies for coordinating efforts within the gifted/talented program with efforts within the regular classroom program.

Audience: Individuals with responsibility for planning a program for gifted/talented students: Administrators, program coordinators, and consultants.

Entry Level: Novice to some experience.

Expected Outcomes: Greater awareness regarding specific topics (as listed) and ideas for developing a comprehensive administrative program design.

Address: National/State Leadership Training Institute on the Gifted and the Talented
316 West Second Street, PH-C
Los Angeles, California 90012
(213) 489-7470

GIFTED INTERNSHIP PROGRAM FOR SENIOR HIGH

Clyde H. Roberts

Washington County Schools

Board of Education Box 730

Hagerstown, Maryland 21740

During the 1979-80 school year, a limited number of highly able high school senior had the opportunity (43) to participate in a newly developed program that will expand the curriculum opportunities beyond the school site. This was done through exploratory internships which recognize and serve the student's individual talents and intellectual abilities. Community internships were developed to provide regular opportunities for each student intern to work and study under the guidance of a mentor, a person of recognized ability and success from the community. These interns were linked with the basic study areas of the curriculum where appropriate.
The internship program is not menat to take on the aspect of an "on the job training experience", but rather a dual association that offers a challenge both intellectually and creatively for the student. It proved to be an exciting experience for both the mentor and the student intern, and provided insights into a field of endeavor that could not have been attained in any other way.

The major thrusts of the program are: to help the student explore future career choices, to involve the student in the planning, development and comletion of a related project.
Next school year we go from two city high schools to the remaining five high schools and will identify about 60 to 70 interns. The community response and the student evaluation has been very high.

1979 NACC PROGRAM PROPOSAL

GENERAL TOPIC: Advocacy Building

TITLE OF YOUR PRESENTATION: Utilizing media for Effective Public Awareness in G&T

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

(45-50 minutes)

Name: Dr. James Alvino

Mailing Address: Educational Improvement Center - South

Box 209

Sewell, NJ 08080

Name of school district:

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):

Assistant Director, Northeast Exchange

Office phone number: 609-228-6000 Ext. 216

Abstract (Please write a 100-word summary of your topic in the space below):
Building advocacy is essential if support for gifted and talented education and increased services for our gifted children are to continue to exist and grow. One way to approach advocacy building is through proper use of media, an often ignored means because of ignorance of how the media operates and a general belief that the public has little influence over what gets media coverage and what does not. This presentation will dispel that myth by giving tips in dealing with the print and broadcast media; a format for writing news releases/stories, radio and TV spots; and techniques for conducting interviews and news conferences.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

Parent Panel

p^3 = g/t p

Lynn G. Cole
Maryland State Department of Education
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240
796-8300, ext. 350

Catherine D. Drayton
Joan Rosenberg
Katherine C. Rigler
Kenneth Knowles

Maryland Public Schools

The professional, parent, partnership can be a power in building provisions for G/T students, projects for groups of students and programs for G/T. This session is designed to provide parents and professional educators with practical approaches to forming a partnership that will promote and strengthen G/T education. From a parent perspective, advice and suggestions will be given on how to effectively support G/T students, teachers and administrators. Positive tips on how to convey children's needs, work with the system and accomplish overall goals will be shared. Whether participants are concerned individuals or members of an organized group, this session will provide a useful opportunity to gain new insights into the advocacy of gifted children.

PREPARING SCHOOL STAFFS TO IMPLEMENT G/T PROGRAMS

Janice Wickless
Maryland State Department of Education
P.O. Box 8717
BWI Airport
Baltimore, MD 21240

Maryland has developed a training program to prepare school staffs to implement programs for the gifted and talented students in their schools. One-week long training sessions are held on-site in three demonstration schools/staff training centers. The teams should include the principal and four other staff members. While at the demonstration schools they observe exemplary programs in action, receive input on topics to enable them to make informed decisions about program planning and receive assistance in developing a plan for implementing G/T programs in their schools.

It is proposed that the session would include a panel of participants. I would discuss the general rationale and description of the training program. Representatives from one or more of the demonstration school centers could describe their exemplary programs and role in the training one or two trainees could discuss the impact of the training program from their viewpoint.

A Study in Teaching Stress Coping Training Activities to Gifted Adolescents

by Andrea Williams

Intent

The purpose was to explore creative production in terms of stress-control and stress-coping training activities. The following questions were asked: (1) What is the definition of stress? (2) What research has been done listing the results of stress on gifted adolescents? (3) What are some training activities for use in the classroom for combatting stress? (4) Do these training activities increase creative production when under stressful conditions?

Description

18 gifted 7th grade students were chosen to work in independent study using the training activities for three years. Attitude scales, inventories, pre and post questionnaires, interviews, discussions, and checklists were used, as well as projective devices.

Results

Behavioral changes were noted by all involved. All indicated that students generated more ideas in the classroom and at home, and that they (the students) personally felt better about themselves when in stressful situations dealing with creative production.

The criteria developed to measure success in creative production, the feelings and judgements of the group, and the students themselves, might all serve as evidence that stress-coping training activities are needed. Unfortunately it is not easy to assess the empirical validity of these forms of measurement. However, there was a high positive correlation between the stress-coping activities and the participants' results on the Torrance Tests of Creativity (1966) and the Minnesota Tests of Creative Thinking and Writing (1964).

Community Leadership Training for the Gifted
an ESEA Title IVC Project

This three year pilot program is in its second year of operation in five (5) high schools in Calcasieu Parish located in Southwest Louisiana.

Approximately 100 psychosocially gifted high students are participating in the program. Two itinerant teachers, a clerical secretary, a coordinator and a project director are included in the staff.

The program was developed to meet the following basic student needs: (1) the need for psychosocially gifted high school students to explore and become acquainted with the major segments of community service in both the public and private sectors; (2) the need to provide opportunities for these students to conduct research in areas of interest dealing with community service; and (3) the need to provide opportunities for these students to study in depth and become personally involved through internship arrangements in one of the major segments of community service.

The general approach employed by this program consists of three (3) major phases.

Phase I coincided with the tenth grade and was conducted during the first year of operation. Students explored and became acquainted with the six (6) major areas of community service of medicine, law and government, education, business, communications, and industry.

Phase II coincides with the eleventh grade and concentrates on the development and field testing of a program segment designed to provide opportunities for the students to design and conduct original independent research in two of the previously listed areas of community service.

Phase III will coincide with the twelfth grade level and will have as its goal the provision of opportunities for the students to study in depth and serve in an executive internship in one of the six (6) major areas of community service.

The results of the end of the first year onsite evaluation included a perfect score and a recommendation for continuation.

Development of materials related to the exploration of the six (6) areas were the focus of the first operational period.

The coordinator of the program is: Marlene Hillebrandt
1120 West 18th Street
Lake Charles, LA 70601
(318) 433-3503

FUTURES STUDIES FOR THE GIFTED/CREATIVE/TALENTED

Donald R. Ferris

Purdue University

Mankind's future is in doubt. If present trends continue, prospects of starvation, revolution, poverty and, most dreaded of all, nuclear catastrophe loom threateningly.

But this frightening future is not inevitable. There are alternative futures if we will but create them. Growing numbers of schools from elementary through graduate level now offer futures studies courses based upon the conviction that alternative futures are possible.

The intellectual, social, emotional and physical characteristics of the gifted/creative/talented appear to make such futures studies curricula particularly attractive and suitable for this population. Through some focussing of the considerable powers of these individuals upon society's problems the prospect for mankind's future may be brightened.

"The Community: A G/T Program in your Backyard."

by Margaret O. Tipper
350 Madison Park Gardens
Port Washington, New York 10050

This practically oriented presentation provides parents, teachers and administrators with information about the use of community resources in planning programs for talented students.

The paper delineates the philosophies and goals of community education and career education and relates them to appropriate educational opportunities for the talented. Comparisons between learning in schools and learning through directed experience are examined in terms of their implications for the application of creativity and talent to real-life problems. Community based education is compared to more traditional programs for the gifted: acceleration, enrichment and mentorship, and is proposed as a viable solution to some of the snags which often interfere with these traditional programs: expense, charges of elitism, and lack of appropriate materials and/or qualified teachers.

Several modal internship programs are described and analyzed for strengths and weaknesses. Other additional uses of community resources in education for talented youth are proposed. There also is mention of sources of funding for new programs.

Though community education has much potential as an alternative to the regular school curriculum, especially for students with special talents, it is not without its problems. The research in academic vs. non-academic achievement is considered in light of its implications for identification of students for internship programs. Questions about credit, credentialing and curriculum are raised.

In conclusion, the paper asks that the philosophical and practical propositions which are outlined be linked to the reader's own unique situation and that solutions to special problems be generated.

FROM THE GOLDEN EGG TO THE HARP: THE EMERGENCE OF THE GIFTED READER AS CREATIVE THINKER AND WRITER

Phyllis Mindell, Ed.D.
Well-Read(wel'-red')Inc.
12 Cranston Road
Pittsford, NY 14534
716 381 0806

Dorothy Stracher, M.A.
Well-Read(wel'-red')Inc.
47 The Oaks
Roslyn, NY 11576
516 484 0189

A model for the basic education of the gifted is presented, based on a developmental interactionist perspective and utilizing the subject matter specialist consultant.

A major problem in developing an appropriate language program for the gifted reader is that of assessing the student's functional abilities in the various aspects of reading and writing. Standardized tests do not discriminate among the highest achievers, nor do they offer implications for instruction.

The Mindell-Stracher assessment tool, Journey to Serendipity, is described: it provides information about the level and quality of functioning in word reading, spelling , decoding, word understanding, oral and silent reading, comprehension, literary skills and understandings, study skills, sentence structure and punctuation, paragraphing, composition, literary style and technical ability.

The assessment then becomes the vehicle for prescribing appropriate programming for each student, and monitoring progress from year to year.

Differentiated instructional strategies for the gifted learner are suggested in each area, and the concept of unit development as the focus of all instruction is advanced. The ensuing program will assure that the warp and woof of language, reading and writing, are interwoven at every level. Then, indeed, the golden egg can evolve into the harp.

Exceptionally Gifted Boys and their Families: Some Thoughts and Some Data. An In-Depth, Longitudinal Study.

Robert S. Albert
Pitzer College
Claremont, California

Introduction

This paper is a description of an in-depth, longitudinal study of two samples of precocious boys and their families. The study, initiated in 1977 and expected to cover 12 years, focuses upon the families of the subjects (both parents and the index child) and will continue until the subjects have reached their early adulthoods. Outcomes will be determined according to subjects' ability to select productive careers, how eminent they have become or appear likely to become in terms of empirical indices as well as personal satisfaction and other aspects of their cognitive and psychosocial development. This present paper will report early results characterizing and comparing the personality attributes, the cognitive abilities, and the value preferences of parents and subjects.

Procedure

Two samples of psychologically healthy boys (mean age 12 years) and their families are studied. The samples are as follows: (a) a mathematically gifted sample and (b) an exceptionally gifted sample of boys IQ 150 or higher without mathematical giftedness. The mathematically gifted are 26 of the highest 40 scores in the 1976 Mathematics talent search conducted by Julian Stanley and his team at the Johns Hopkins University. The second sample, located in the Los Angeles area, consists of 29 boys who had scored IQ 150 or higher on either the Stanford-Binet or WISC within the past 3 years, assuring they were well over age 7 when measured. All subjects and families were unknown to the researcher until they agreed to participate in the study.

Results

The results to be discussed are those which have so far emerged and are mainly in reference to the Mathematically gifted sample. Where possible, comparisons will be drawn between the two experimental samples and other previously studied samples of gifted children and eminent persons. The specific results to be presented are: 1. Personality characteristics of parents and children and how these relate to one another and may differ from other relevant groups. 2. Relationships between types of giftedness, tests performances of creative potential, values and selected family characteristics.

TEST AND TEACH THROUGH CRITERIA FOR BRAINSTORMING LISTS

M. Ann Dirkes
Indiana University-Purdue University at Fort Wayne

Group and individual brainstorming should be evaluated by both teachers and students. The evaluation contributes to a diagnosis and prescription for internal thought that other instruments cannot match. What do you do when you do not know the correct answer? What do you do to think beyond the correct answer? Students who know that levels of productive thinking will be used to evaluate their responses produce ideas in a self-help process and know that their ideas will be respected. The levels include:

1) Related ideas that do not include the correct answer
2) Only the correct answer
3) The correct answer among other ideas without identification of it
4) The correct answer among other ideas with identification of it
5) The correct answer among other ideas with identification of it and of responses that contradict it

Another list serves to stretch the imagination. It is a catalyst for creative thinking and, in particular, for the flexibility that leads to transfer of learning. Problem solvers use it to stimulate both hemispheres of the brain whether or not a convergent response has been requested. As students become competent with productive thinking, they mark the criteria that they used from both lists to assist teachers in a diagnosis of their thinking and as a reminder of functions that they neglect. The lists can be used also to assess academic subject matter development at introductory, summarizing, and performance-evaluation stages.

Research on the diagnostic and evaluative uses of the lists illustrate how such devices can move gifted individuals toward invention and implementation of ideas. The experience of classroom teachers shows how they might be integrated into daily programs.

ASSESSMENT AND SELF-AWARENESS

Michael C. Pyryt
Doctoral Candidate
Department of Educational Psychology and Research
University of Kansas
Lawrence, Kansas, 66045

One of the major goals of many gifted programs is to encourage students' affective development. One of the first steps in accomplishing this goal is to increase students' self-awareness. Many techniques have been developed to enhance self-awareness. This presentation will explore the use of standardized personality inventories and assessment techniques to develop self-awareness.

One instrument that is especially suitable for helping a student recognize his or her value preferences is the Allport-Vernon-Lindzey Study of Values. Recognition of one's value structure can lead to discussions of whether one's values are freely chosen and the extent to which a student is willing to affirm his or her values.

The use of adjective checklists and semantic differentials as tools to facilitate self-understanding will be discussed. The major utility of such techniques is the diversity of information that can be obtained at a minimal cost. One can assess a student's self and ideal-self description, a student's perception of how significant others perceive them, the actual descriptions by significant others. The use of such information in developing individualized affective objectives will be explored.

General Topic: Peer Nomination

Title of you talk: Peer Nomination: A Viable Tool for Identifying Urban Gifted and Talented Students

Name: Gwendolyn Cooke
Coordinator, Office of Gifted and Talented Programs and Services
Baltimore City Public Schools
2300 N. Calvert Street, Room 215
Baltimore, Maryland 21218

Lynn G. Cole
Specialist in Gifted and Talented Education
Maryland State Department of Education
P.O. Box 8717, BWI Airport
Baltimore, Maryland 21240

Name of school system: Gwendolyn Cooke - Baltimore City Public Schools
Lynn Cole - Maryland State Department of Education

Office Phone: Gwendolyn Cooke - 396-6998
Lynn Cole - 796-8300, ext. 350

Please write a 100 word abstract on your topic in the space below.

For urban practitioners, the use of peer nomination is a viable tool to impact upon the problem of identifying gifted and talented students. This process can be executed through the use of a peer nomination form by any number of professionals such as. school counselors, psychologists, resource teachers of gifted and talented students and regular classroom teachers. It can be augmented by conducting interviews with students, reviewing their permanent record folders, evaluating their products and administering appropriate psychometric instruments.

Data has been collected over a two-year period on approximately 1,000 students, grades 2-6, in an urban school system. The review of this data raises many interesting questions and possible implications for identification of otherwise overlooked gifted and talented students.

This session can be adjusted to 20-30 minutes or 50-60 minutes depending on time available in the program.

LEADERSHIP TRAINING IS ESSENTIAL FOR THE GIFTED, CREATIVE, AND TALENTED

by Robert A. Magoon, Ed.D., Old Dominion University, Norfolk, VA 23508

The intellectually gifted, creative, and talented should provide leadership, as well as initial innovations, for their society. Yet in contemporary America one is constantly made aware that this leadership ingredient often fails to meet societal and world challenges.

Educators of the creatively gifted must insure that their respective programs provide early and continuing opportunities for assimilation and application of leadership principles. Students must be given duties which will reinforce group responsibility, as well as personal independence. For many of them these duties will press home messages, among them: (1) that life provides one with many essential tasks that are not necessarily favored; (2) they may learn that even menial tasks can be improved, made more efficient, and perhaps even enjoyed; and (3) they may come to appreciate that the trait of humility is to be treasured.

To prepare tomorrow's leaders, gifted educators must strive to insure that students assume much of the responsibility for their immediate environment, their peers, and other appropriate facets of their world. Hopefully, by sharpening their leadership and problem solving skills they will help to eliminate stagnation and destructive tendencies in our society and world.

A STRATEGY FOR A PLURALISTIC VIEW OF GIFTEDNESS AND TALENT

Sanford J. Cohn

Assisted by Joyce Van Tassel, State Coordinator
Illinois Gifted Children Program

In January of 1978 the author was commissioned by Dr. Dorothy Sisk, Director of the Office of Gifted and Talented (USOE), to write a paper in which definitions of giftedness were to be explored with the intent of developing an operational model for identification of gifted and talented youths. This paper was presented at the 22 February 1978 meeting of the Gifted and Talented Interagency Task Force, coordinated by Dr. Sisk.

The author offers an operational definition of giftedness and applies this definition to the creation of a model based on specific talent areas. An attempt is made to establish channels of interaction whereby minority groups, women, persons interested in creativity, human development, and technology specific to particular talents are provided input at all stages of study, development, evaluation, and application.

Regional centers are suggested to be the foci of research, development, and evaluation efforts to determine and validate identification and facilitation protocols. State centers are suggested to serve two functions: 1) coordination of all local facilitation programs for gifted students, such programs having been developed for each specific talent area; and 2) creation of state-wide programs at specific locales for extraordinarily gifted youths in each talent area. A national coordinating facility is suggested to disseminate empirically validated information regarding techniques for identifying and facilitating gifted youths along each specific talent dimension.

The author then creates a checklist to determine the extent to which the proposed model meets criteria established in national legislation for awarding grants to state and local education agencies (called SEA's and LEA's, respectively) that might create programs based on this operational model. Suggestions will be offered as to what programs are currently feasible to operate on local and statewide levels.

Joyce Van Tassel, State Coordinator of Illinois' Gifted Children Program, will provide practical suggestions for implementing parts of this model.

Sanford J. Cohn has recently joined the faculty of the Department of Special Education, Arizona State University, Tempe, Arizona, 85281.

TITLE OF PRESENTATION: "Strategies for Developing a Successful Gifted Program"

ABSTRACT: This workshop will offer assistance to program and staff developers for gifted education. The format will include a needs assessment, program development, implementation procedures and evaluation. The two program evaluation models to be suggested include a perception-based model and a discrepancy-based model. Evaluation of staff development will also be discussed. Materials and a materials critique/order form will be presented. Interaction among the participants will be encouraged, especially when parental and community involvement and materials are discussed.

SESSION LEADERS: Dr. Norma Button, Gifted Program Coordinator
Clear Creek Independent School District
4509 S. Flamingo
Seabrook, TX, 77586
(713) 474-2321

Dr. Anne Perry, Supervisor of Special Services
Cypress-Fairbanks Independent School District
6030 Autumn Arbor
Houston, TX, 77092

Dr. Button will present:
- Identification techniques
- Models for local program development
  - Mainstreaming
  - Isolation
  - Resource rooms
- Materials
- Perception-based evaluation

Dr. Perry will present:
- Needs assessment techniques
- Staff development and its evaluation
- Parental and community involvement
- Discrepancy-based evaluation of programs

This COULD be a three-hour section!! If we must shorten it, the impact will be lessened. Thank you for your consideration!

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/N 9

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Summer Enrichment Programs for Gifted and Talented Students

TITLE OF YOUR PRESENTATION: The Summer Enrichment Program for the Gifted and Talented - an analysis of the procedures and functions of summer programs.

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or (45-50) minutes

Name: Wayne Gordon and Dick Howell

Mailing Address: 1700 Pennsylvania NE

Albuquerque, NM 87110

Name of school district: The University of New Mexico

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):

Coordinator/Counselor of Gifted Programs

Office phone number: (505) 292-0101 or 0102

Abstract (Please write a 100-word summary of your topic in the space below):

This session will be concerned with the various functions of summer programs for the gifted and talented with a primary emphasis upon the administrative and curricular concerns. Included in the administrative concerns are the structural components of such programs: pre-planning, organization of personnel, facilities usage, scheduling, and program evaluation. The curricular concerns dealt with are: design and implementation of three types of curricula - science, visual and the performing arts; the use of such programs as training sites for teachers and counselors of the gifted is included in the curricula concerns.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Independent Study For The Gifted

TITLE OF YOUR PRESENTATION: Developing Appropriate Independent Studies For Elementary Gifted Children

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

45-50 minutes

Name: Mrs. Marjorie Weintraub

Mailing Address: 1605-B W. Main St.

Norristown, PA 19403.

Name of school district: Montgomery County Intermediate Unit #23

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):

Marjorie Weintraub, Gifted Program Specialist

Office phone number: (215) 539-8550, ext. 244

Abstract (Please write a 100-word summary of your topic in the space below):

Gifted students need guidance in planning and completing independent studies. The workshop session will include techniques for selecting topics, methodology in teaching organization, sources of information available and finding appropriate outlets for a child's work. Emphasis will be placed on individualizing the work that a child does. Also included will be a discussion on using an independent study to meet IEP requirements.

Examples of independent studies will be shared. Problems involved and the ways in which these problems have been solved will be discussed. Hand-outs will be provided which outline the steps taken by some of the children in developing their independent studies.

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The Johns Hopkins University
Baltimore, Maryland 21218

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1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Independent Study - Reality-Based

TITLE OF YOUR PRESENTATION: KIDS WORKING WITH KIDS: Independent Investigations for Gifted Elem. & Secondar Students Across Exceptionalities

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or 45-50 minutes

Name: Mrs. Lynne Mass

Mailing Address: 1605-B W. Main Street
Norristown, Pa. 19401

Name of school district: Montgomery County Intermediate Unit # 23

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):
Lynne Mass, Teacher/Consultant of Gifted

Office phone number: (215)539-8550 (Gifted Program)

Abstract (Please write a 100-word summary of your topic in the space below):

Renzulli's Enrichment Triad model calls for reality-based independent work through a process that may provide a viable outlet for the child's work. What is more real than a gifted youngster being a "scientist specializing in people" in a TMR classroom, with a goal of developing a unique teaching device for that classroom?

The workshop session will include a slide presentation of this process in action, suggestions for application to other school environments, and variations of implementation. An easy-to-use, xeroxable booklet for immediate teacher and student use will also be provided. The booklet is a step-by-step guide to this fascinating weave of scientific process, values awareness and creative product.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

PHYSICS WORLD SIMULATION

The Learning Research and Development Center of the University of Pittsburgh in cooperation with the Allegheny Intermediate Unit sponsored a physics program last spring for scientifically gifted middle school students. This pilot project was built around a highly unique computer simulation developed at LRDC that illustrates an object being pulled across a table top by a falling bucket of sand, which is attached to the object by a string. The weights of the sand and object can be changed and the appropriate motion will be displayed along with distance, velocity, and acceleration graphs. The fact that this motion can be demonstrated in four different worlds, Newtonian, Aristotilian, frictionless and real made this particularly useful for problem solving application.

The course involved ten full day sessions at the University of Pittsburgh. One half of the sessions were hands-on experimental in nature and consisted of activities designed to help the students discover the basic laws of mechanics. After discovering the laws and discussing the work of Newton, Aristotle and Galileo, the students designed their own activities to do with the computer and to discover the laws of motion applying to the four worlds.

The curriculum included a great deal of mechanics, graphing, basic algebra, discussion and presentation as well as experimental design. Outgrowths of the project were an invention by one student and the discovery of semi-log graph paper by another.

The project will be conducted again this fall with a new group of students.

Ronald J. Baillie
3307 E. Hardies Rd.
Gibsonia, Pa. 15044

Curriculum Planning

A humanistic, interdisciplinary approach to curriculum planning for the gifted will be presented. The necessity of values and moral education in such programs will be explored through the sharing of research and experience in the fields of moral education and the education of the gifted and talented.

Gloria F. Cohen
Fellow, Columbia University
Teachers College Program
for Leadership in Gifted Education

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Verbally Gifted Youth

TITLE OF YOUR PRESENTATION: "The Johns Hopkins Program for Verbally Gifted Youth (PVGY): An Initiative and Evaluation"

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or 45-50 minutes

Name: William G. Durden

Mailing Address: c/o Gilman 135, The Johns Hopkins University, Baltimore, Md. 21218

Name of school district:

Position (i.e., coordinator of gifted program, teacher, administrator, etc.): Director, The Johns Hopkins Program for Verbally Gifted Youth

Office phone number: 338-7564

Abstract (Please write a 100-word summary of your topic in the space below):

On the basis of a presentation of the Johns Hopkin's Program for Verbally Gifted Youth (PVGY), the concrete possibility of educating verbally talented junior high-senior high school students will be treated. Panel members--selected from the staff of PVGY and representing the Johns Hopkin's departments of German, Classics, and Writing Seminar--will underscore program goals, class formats, course content, costs, and student selection. Attention will be given also to the special problems of instructing verbally talented youths as opposed to mathematically and scientifically gifted children

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

"INTRO"

A Fine Arts Experience in Gifted Education

Ann Stafford
Janice Baxter
Anne Cooper
Tempe Boettner

School District of Oconee County, S.C.
Gifted/Talented Programs
Route #1, Box 176
Seneca, S.C. 29678

The gifted program in Oconee County, South Carolina, initiated a series of mini-studies in the fine arts. These mini-studies, "Intro", utilized school and community persons with expertise in specific art forms. Although located in the Appalachian Region of South Carolina, Oconee County provides an abundance of resource artisans.

"Intro" was an attempt to enhance the students' awareness and appreciation of literature, art, drama, music, and dance. The studies were carefully planned and structured to encourage growth in the various levels of the cognitive, psychomotor, and affective taxonomies. "Intro" provided multi-level opportunities for the students (age 4-14) to develop their abilities and to utilize some basic artistic skills. It allowed each student to develop or refine means of self-expression. "Intro" included gifted resource classroom endeavors, center involvement activities with fine art specialists, and first hand experiences with nationally acclaimed artists. "Intro" was followed by independent study opportunities for students to use their newly acquired self-expression techniques and multi-level experiences in international art forms. The fine arts in various countries were employed as a vehicle for this self-expression.

The presentation will include an analysis (based on the taxonomies) of the "Intro" activities and a videotape of the 300 students involved in "Intro".

ABSTRACT

EFFECT OF OBJECTIVE VOCAL METHODS ON DIMENSIONS OF COMPETENCE IN GIFTED AND TALENTED GIRLS(Ages 8-14)

Dr. Corbelita J. Astraquillo, LSU School of Music, Baton Rouge,LA 70803

This study is the second phase of the enrichment program for the vocally gifted and talented(East Baton Rouge Parish) which started during the summer of 1975. Both studies utilized the instructional pattern and vocalises used in the original study: INVESTIGATION OF THE RELATIONSHIP BETWEEN ABDOMINAL MUSCULAR DISCIPLINE AND THE ACT OF SINGING: AN ELECTROMYOGRAPHIC STUDY.

With the EMG study determining objective vocal method and control in teaching voice, this investigation provides evidence that girls(ages 8-14) can develop vocal concepts and skills,and can perform musically with comprehension of style, musical structure, and nuance, after a specific period of training. Each child's progress varies because of differences in creativity, initiative, and intellectual effort and achievement. Their performances adequately reveal phenomenal possibilities and can provide some answers about the young voice.

The subjects were six girls who were enrolled in East Baton Rouge Elementary schools. All the subjects were diagnosed by an Otolaryngologist as normally developed in all respects. They were also examined every six months thereafter.

The objectives of the program and the methods employed to attain them are:1. Good conscious control of the breathing muscles in the respiratory movements of inspiration and expiration; a. Breathing for singing is taught in coordination with the sung sound.Expiration matched to the vocal effort needed is largely controlled by the training of kinesthetic,tactile,and auditory feedback;2. Clear and accurate mental control and concepts of tone production in the instantaneous coordination of respiration-phonation-resonation. All vowels are based on the IPA(International Phonetic Alphabet)symbols which are used for any language; 3. Carefully devised and selected vocalises that are fundamental,manageable,practical,and adaptable to every phase of vocal development for the voices designated. Vocal objectives are reached and specific technical problems are solved through appropriate vocalization methods. The vocalises are taught as a part of the songs learned. They are created to realize and fulfill the music. The carryover of vocal-musical controls from structured vocalises to vocal literature provided the backbone for teaching musical style and interpretation. Video recordings were made of each subject singing vocalises,a simple folk song,and an art song or opera aria:

Subject one(eight years old)
Folk song:Pop goes the Weasel
Polish Art Song:Mother Dear

Subject Two(eleven years old)
Folk Song: I wonder as I wander
Art Song: My Johann(by Edward Grieg)

Subject Three(eleven years old)
Folk Song: Shenandoah
Opera Aria: Cavatina(from Don Pasquale by G. Donizetti)

Subject Four(thirteen years old)
Folk Song: Amazing Grace
Opera Aria: Voi che sapete(from Nozze da Figaro by Mozart)

Subject five
Folk Song: Black is the color of my true love's hair
Opera Aria: Caro Nome(from Rigoletto by Verdi)

Subject Six(fourteen years old)
Folk Song: Deep River
Opera Aria: Olympia's Song from Tales of Hoffmann by J. Offenbach)

General Topic: Creativity and/or Audiovisual Projects for Gifted Students (elementary)

Title of your talk: Making Super-8 Motion Pictures with Gifted Elementary School Students

Name Barbara Mills, Michael Makarovich

Mailing address: St. Paul's School

Brooklandville, Maryland 21022

Name of school system: St. Paul's School (non-public)

Office Phone # 825 4400

Please write a 100 word abstract on your topic in the space below.

A step-by-step description of a filmmaking program for gifted elementary school students is presented. Instruction in the use of various animation and live-action techniques is provided. Practical suggestions for implementation of the program is offered and equipment is demonstrated. Samples of Super-8 films made by students will be shown.

Information acquired from this presentation enables participants to inaugurate a similar program in their schools.

A bibliography on filmmaking, geared to young readers, will be distributed.

Return to: Lynn H. Fox
100 Whitehead Hall
The Johns Hopkins University
Baltimore, Maryland 21218

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Sex Differences in Mathematical Ability

TITLE OF YOUR PRESENTATION: Sex Differences in Mathematical Ability: Facts or Artifacts?

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

45-50 minutes

Name: Camilla P. Benbow

Mailing Address: SMPY, Department of Psychology, The Johns Hopkins University

Baltimore, Maryland 21218

Name of school district:

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):

Project Associate, Study of Mathematically Precocious Youth

Office phone number: (301)338-7087

Abstract (Please write a 100-word summary of your topic in the space below):

Sex-related differences in mathematical ability have been consistently reported [as reviewed by Maccoby/and Jacklin (1974) and Fennema (1974)] for many years. The male superiority in mathematical ability is especially prominent at the higher levels of mathematics (National Assessment of Educational Progress, 1975, for example). Fennema & Sherman (1977) proposed that this sex difference is an artifact because boys generally receive more training in mathematics. The validity of this hypothesis will be questioned in terms of the data collected through the Study of Mathematically Precocious Youth's (SMPY) large annual mathematics talent searches (N = 10,000) and through its five-year follow-up survey of past talent search participants, who are now high school graduates (N = 531). Other alternative hypotheses will be put forth; for example, inferior spatial ability of girls (perhaps genetically determined) as compared to boys might partly determine the sex difference in mathematical ability.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

1979 NACC PROGRAM PROPOSAL

GENERAL TOPIC: Research in Gifted

TITLE OF YOUR PRESENTATION: Statewide Replication of SMPY in Illinois

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or
45-50 minutes

Name: Linda D. Avery - Illinois Office of Education

Mailing Address: 100 N. First Street
Springfield, Illinois 62777

Name of school district: Illinois Office of Education

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):
Specialist

Office phone number: 217-782-6601

Abstract (Please write a 100-word summary of your topic in the space below):

The presentation will describe data from the statewide replication of the SMPY project in Illinois for the fiscal year 1979.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

...ed Child Studies
SEVENTH AVENUE SOUTH
NEW YORK, N.Y. 10014

General Topic: Reading for the Gifted

Title of your talk: The Role of Reading in Teaching the Gifted

Name Dr. Virginia Z. Ehrlich

Mailing address: 23 Wilder Road

Suffern, N.Y. 10901

Name of school system: Teachers College, Columbia University

Office Phone # 212-675-6660

Please write a 100 word abstract on your topic in the space below.

The role of two aspects of teaching reading to the gifted, how we teach and what we teach, must be viewed from a different perspective than conventional practices dictate. The methods of teaching should follow what is known about gifted children's patterns of learning and what research tells us about the more successful approaches. For those young children who are already reading on entry into school as well as for those who are just learning, the analytic steps in the phonics approach will, more often than not, create problems for the child and frequently lead to total rejection of the reading process.

What children read is equally important. All children in the Astor Program for gifted pre-kindergarten and kindergarten children were given an opportunity to read materials at various levels of difficulty and selected from a bibliography of the best writing available in a wide variety of fields. What they could not read for themselves was read aloud by the teacher, thus giving them the opportunity to hear the best writing and language at levels that were challenging to their abilities.

In the Astor Program, we found that the experiential approach, involving a wide variety of intellectually stimulating activities, enriched by a high level of vocabulary usage by the teacher as well as the children, and combined with the sight recognition technique produced excellent results. Children were reading at levels from two to seven or eight years beyond their grade levels at the end of two and three years of teaching.

Return to: Lynn H. Fox
100 Whitehead Hall
The Johns Hopkins University
Baltimore, Maryland 21218

General Topic: Reading for the Gifted

Title of your talk: The Pros & Cons of An Identifiable Reading Program for the Gifted

Name Gwendolyn J. Cooke, Ph.D.

Mailing address: 2300 North Calvert Street, Room 217

Baltimore, Maryland 21218

Name of school system: Baltimore City Public Schools

Office Phone # (301) 396-6998, 6992

Please write a 100 word abstract on your topic in the space below.

In most schools there is a lack of an identifiable reading program for highly able readers. In too many instances, the most able reader is taught in the same manner as the average. For each student to realize his fullest potential requires much thought on the part of the educator. To underscore the importance of an identifiable program, the characteristics of basal readers and an individualized reading program will be compared. To support the contention that an individualized reading program is more appropriate for use with the gifted child, a model plan for use with three gifted preschoolers with various* reading competencies will be reviewed. Instructional strategies(for individual and group activities) which attempt to deepen comprehension, broaden vocabulary and stimulate critical and creative thinking at the primary, middle and later elementary levels, and at the secondary level will also be discussed.

*Student A- Child reads on entry to school
Student B- Child with little or no reading skills
Student C- Child read to read

Return to: Lynn M. Fox
100 Whitehead Hall
The Johns Hopkins University
Baltimore, Maryland 21218

Gwendolyn J. Cooke
2/20/79

NAGC

General Topic: Extra-Curricula Science and Mathematics Programs for Gifted Children Ages 12-14

Title of your talk: "Science Museums - A Liaison between the Gifted Child and the University"

Name Mary B. Hyman, Asst. Director, Dept. of Education
The Maryland Science Center
Mailing address: 601 Light Street

Baltimore, Maryland 21230

Maryland Academy of Sciences

Office Phone # 685-2370 ext. 234

Please write a 100 word abstract on your topic in the space below.

The Maryland Academy of Sciences has developed a unique program, the Student Science Seminars, which is designed to provide gifted 12-14 year olds with science education not available in the general school curriculum. Students who have been identified as gifted by the Johns Hopkins University's Study of Mathematically Precocious Youth (SMPY) and the Intellectually Gifted Child Study Group, The Maryland State Department of Education, and several Maryland counties attend laboratory-oriented classes on Saturdays during the school year and daily classes in the summer at local colleges and universities. Each Seminar-in-depth focuses on a specific discipline and is conducted by a scientist/professor who meets with the 20 students for a total of approximately 20 hours of instruction. These classes serve as an introduction to college level study and as a step towards advanced placement.

Return to: Lynn M. Fox
100 Whitehead Hall
The Johns Hopkins University
Baltimore, Maryland 21218

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1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Grantsmanship

TITLE OF YOUR PRESENTATION: Everything You Never Knew about Grants

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

(45-50 minutes)

Name: Jean Farr, June Maker, Caryl Taylor

Mailing Address: Caryl Taylor, Special Education

(See reverse side for other addresses) 414B Hunter Hall, UTC

615 McCallie, Chattanooga, Tennessee 37402

Name of school district:

Position (i.e., coordinator of gifted program, teacher, administrator, etc.): Instructor, University of Tennessee at Chattanooga

Office phone number: 615-755-4368

Abstract (Please write a 100-word summary of your topic in the space below):

The goal of this session is developing and perfecting the grants-writing skills of the participants. Using a "model" of a grant, we will take each component and discuss what should be in a superb grant.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Program Development

TITLE OF YOUR PRESENTATION: Beyond Awareness: Assessing Ongoing Needs

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

(45-50 minutes)

Name: Joyce Van Tassel

Mailing Address: 307 W. Jackson Street

Petersburg, Illinois 62675

Name of school district: Illinois Office of Education

Position (i.e., coordinator of gifted program, teacher, administrator, etc): State director

Office phone number: 217-782-6601

Abstract (Please write a 100-word summary of your topic in the space below):

The presentation will focus on how to assess on-going needs of gifted programs through sharing an instrument utilized in Illinois to identify student needs and program needs and what technical assistance needs emanate from them. The instrument will be presented in an overall program development framework, with opportunities for participants to interact. Handouts on both the program development model and the needs assessment instrument will be available.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Gifted Programs for Mathematics (Secondary)

TITLE OF YOUR PRESENTATION: One Director for those Mathematically gifted students

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

[45-50 minutes]

Name: Dr. William Geppert

Mailing Address: State Supervisor of Mathematics

State Department of Public Instruction

Townsend Building, Dover, DE 19901

Name of school district: State Board of Education

Position (i.e., coordinator of gifted program, teacher, administrator, etc.);

State Supervisor of Mathematics

Office phone number: 302-678-4885

Abstract (Please write a 100-word summary of your topic in the space below):

The Delaware Study of Mathematically Precocious Youth (DSMPY) modeled after the John Hopkins University, SMPY program will be presented. The DSMPY pilot effort, during the 1978-79 year, experiences, trials, and tribulations will offer some participants a guide for further planning and development of programs for the gifted student. The project encourages multi-district cooperation and/or regional centers for implementation of the program. Identification, curriculum problems, and possible alternatives to carry out a program for the highly selective group of students will highlight the presentation.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

1979 MCC PROGRAM PROPOSAL

GENERAL TOPIC: Mainstreaming and Special Education For Gifted

TITLE OF YOUR PRESENTATION: A Consultant Model: One Way To Meet The Needs of Gifted Students

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

(45-50 minutes)

Name: Mrs. Marjorie Weintraub & Miss Joan Barber

Mailing Address: 1605-B West Main Street

Norristown, PA 19403

Name of school district: Montgomery County Intermediate Unit #23

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):
Program Teacher-
Marjorie Weintraub, Gifted Specialist, Joan Barber, Gifted Consultant

Office phone number: (215) 539-8550, ext. 244

Abstract (Please write a 100-word summary of your topic in the space below):

In trying to meet the needs of gifted students, a 2½-hour per week pull out program seems woefully inadequate. The Consultant Model provides for interaction among the gifted students in an appropriate atmosphere and for appropriate development of skills in the regular class. Methods used for general in-service of regular education teachers will be discussed. Also, discussed will be process of consultation and the way in which the in-service offerings to regular education teachers is on-going. Handouts will be provided.

Return by 26 February 1979 to: William C. George
SMPY - Annex 125
The Johns Hopkins University
Baltimore, Maryland 21218

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Characteristics of gifted children

TITLE OF YOUR PRESENTATION: Characteristics of Gifted Children in North Wales

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

45-50 minutes

Name: Joan Freeman

Mailing Address: "Wykeham"

Alan Drive

Hale, Cheshire WA15 0LR, England

Name of school district:

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):

Director, Gulbenkian Research Project

Office phone number: 061-980 4597

Abstract (Please write a 100-word summary of your topic in the space below):

It is concerned with Gifted Children growing up in a societal context. The research covered all the North West of England, the children's homes and schools. I described it to date at the two World Conferences, but it is now finished and wonder if you would be interested in hearing about it. The gist of the work is about the behaviour of children who are recognized as gifted (as against those who are not). I also have some interesting research material about aesthetically talented children.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

The Bronx High School of Science

75 WEST 205TH STREET BRONX, N. Y. 10468

DR. ALEXANDER TAFFEL
PRINCIPAL

TELEPHONE

MODEL PROGRAM FOR DEVELOPING CREATIVITY IN SCIENCE

ABSTRACT

Since scientists demonstrate their creativity by their research, it was felt that a program that prepared gifted students to carry out independent research projects would significantly increase the creative productivity of these students.

In order to reach this goal, a three year program in biology was developed and implemented over an eight year period. A specialized 9th year Introductory Science course, serving the entire entering 9th year group of approximately 750 students, offers a hands-on mini-microbiology course geared toward experiences in observation, and the formulation and testing of hypotheses through simple experiments. Students excelling in this course may go on to a special 10th year biology course which utilizes a problem-solving, Socratic method approach to classroom management supplemented by many open-ended and ongoing laboratory experiments. The demands this course makes on its more than 100 students include the expenditure of an extra period per day which enables them to experience a significant amount of laboratory and problem-solving experience. Approximately 100 students are then given the opportunity to join a Biology Research class in their 11th year. They are guided by members of the Biology Department in researching, designing, carrying out and writing up the results of their individual research projects. Significantly, over the last few years, larger numbers of students have elected to become involved in this program. The success of the program is seen in various local and national competitions in which our students have won high recognition.

The dissemination of our program continues to be successful. As a result of mailing an awareness flyer to more than 11,000 science curriculum directors across the country and our presentations at meetings of professional associations, and articles published in the Gifted Child Quarterly and other journals, over 1,600 copies of our eleven page brochure have been distributed throughout the United States and abroad. Approximately 200 copies of our complete set of lesson plans for our 10th year program have been mailed to educators upon request. Also, these materials have been distributed to those educators who were able to take advantage of on-site visitations.

Vincent G. Galasso
Model Project Director

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: Arts and Humanities

TITLE OF YOUR PRESENTATION: Fine Arts for the Gifted - A Curriculum

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

45-50 minutes

Name: Gretchen Schmertz Jacob

Mailing Address: Pittsburgh Public Board of Education

341 S. Bellefield Street

Pittsburgh, Pa. 15213

Name of school district: Pittsburgh Public Schools

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):

Co-ordinating Supervisory Instructional Specialist/Art

Office phone number: 622-3799

Abstract (Please write a 100-word summary of your topic in the space below):

Project Fine Arts is part of the Scholars Program grades 8 through 12 of the Pittsburgh Public Schools. It is a program that challenges the student to explore the arts in our society.

A five level course of study was developed from a research project and continued experiments and evaluative processes carried on both at Carnegie Mellon University and in the Pittsburgh Public Schools. The course includes study in visual, aural and kinetic arts.

The presentation will include a description of the program with slide, film and tape illustrations. sample participatory activities and a discussion session of the uses of the program in other school systems.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

General Topic: Reading for the Gifted (Elementary)

Title of your talk: The Independent Studies Laboratory

Name Barbara Mills

Mailing address: 960 Fairmount Ave.

Baltimore, Maryland 21204

Name of school system: St. Paul's School (Non-public)

Office Phone # 825 4400

Please write a 100 word abstract on your topic in the space below.

An integrated reading-language arts curriculum for gifted elementary school students, reading more than two years beyond grade placement is described. Students in the Independent Studies Laboratory pursue a curriculum geared to each child's interest and style of learning. Instruction is personalized through courses of study developed to coincide with the individual child's choice of topic. Large blocks of time are made available in which to pursue independently in a research-oriented method, the student's current field of study. The courses of study provide opportunities for development and use of higher level thinking skills.

Return to: Lynn H. Fox
100 Whitehead Hall
The Johns Hopkins University
Baltimore, Maryland 21218

Implementing a Program

by Dr. Edna McMillan, Consultant
Burlington, Ontario, Canada

This workshop will concern itself with different programming strategies available for gifted students. The advantages, disadvantages and limitations of full and part-time programs will be discussed. The geography, transportation facilities and number of students involved will play a large part in any program decisions that are made.

Establishing a program to meet the needs of the community requires the cooperation of board, administration, teachers and parents. Roadblocks exist at each level. How can we best meet these and overcome them? Money is always a problem, difficult, but not impossible to obtain. Government grants, community groups, industries are a starting point. Have you considered all sources, resources, and materials that may be available.

The benefits of part-time vs full-time programs will be explored. The type of experience encountered by the student varies from one to the other, as does the mode of operation, and the cost. Good teachers for enrichment classes don't just happen. What kind of qualities do you look for, and what kind do you avoid? How do you train good teachers?

Communication, or lack of it, can always create problems. Some ways of avoiding disasters before they happen, include parent meetings, classroom visits by other teachers ar open-door policy for trustees, cooperative term planning, and regular reporting of progress to all relevant professionals and parents.

Will the same formula work for all grade levels? Obviously not. What works extremely well in junior grades often flops miserably in the intermediate years where peer pressures, rotary schedules and attitudes of students vary.

I.E.P.s and TOTAL STAFF INVOLVEMENT (1-12)

In order to comply with PL94-142 and the mandate in Pennsylvania to provide an appropriate educational program for exceptional children, the total educational design must reflect the whole child - with suitable input from all staff members involved.

With this in mind, and reflecting the philosophy of parents and school personnel alike, the school district in State College, Pennsylvania, has undertaken a means by which each identified gifted student's educational program is designed by the staff, the student and the parents to reflect the enhancement of strengths and the development of skills in the total school environment.

How do you involve all the counselors, the teachers, the administrators, the parents and the students? How can a program be integrated within regular education and still be appropriate for the individual student? This district is attempting to do just that - with the strong and enthusiastic support of the parents who do not want their children in a special education setting.

Joan Cook
526 Westview Avenue
State College, Pa. 16801

(814) 237-0006 (home)
(814) 237-4313 (office)

CLASSROOM IDEAS FOR CREATIVITY

Dean Frost

Gifted and talented students need educational opportunities in which their unique abilities can be developed. So that those abilities can be developed, teachers must provide certain types of materials and teaching strategies. This session will attempt to help teachers K-6.

This session will be a session on creativity primarily designed for K-6 teachers. Useful ideas to enhance creative thinking skills will be introduced and reviewed for special curriculum areas, i.e., reading, mathematics and science. Also, some useful classroom ideas for areas like art, creative dramatics, folklore, and creative problem solving will be shared.

Dean Frost taught gifted/talented students in the Lincoln Public Schools in Lincoln, Nebraska, for 10 or more years. She was the federal project director of the Nebraska project and published the "Celebration of Creativity Catalogue" and guidebook for teachers. Ms. Frost is a Supervisor of Gifted/Talented Programs in the Louisiana State Department of Education.

THE GIFTED CHILD IN THE CONTEXT OF THE FAMILY

William Foster, Ph.D.
Patricia A. Gatto, M.A.
Curriculum Laboratory
University of Illinois

Of the numerous factors which have been cited as relevant to the successful development of the talented child none is less understood than the family. Historically, this central, social and cultural unit has been viewed as the stable backdrop for the development of the intellectual talents of the gifted child. However, with the emergence of developmental, interactive, and multi-factor models of giftedness such as Renzullies' and Cohn's, the family is emerging as a key dynamic in the fostering of specific talents. Most importantly, the family serves as the basis for the social/emotional development of the gifted child. Values, interpersonal skills, motivation, self-esteem, and numerous other psychological and social features of individual development are bred and molded in the family.

This presentation focuses on the role of the family in the social/emotional development of the gifted child and the role educators can play in facilitating that development. Given the psychology of individual difference as a basis features of the gifted child and their family are reviewed. Implications of developmental models of personality and family interactions are also considered. The impact of expectation models of social interaction and the implications of attribution theory for the dynamic processes of the family of gifted youngsters are outlined. The practical implications of each of these perspectives are illustrated with case studies and clinical antidotes. Preliminary findings of research in this area will be reviewed and further research directions are reported. Finally a set of tentative practical interventions for teachers, counselors and administrators are discussed.

ARCHITECTURE AND ART BEYOND THE CLASSROOM: EXPLORING THE PAST WITH OUR HANDS, MINDS, AND EMOTIONS

Yvonne Sandoz - Chief of Special Education, St. Charles Parish Schools, Luling, Louisiana 70070
Lloyd Sensat - Art Specialist, Songy Elementary, St. Charles Parish Schools, Luling, Louisiana 70070
Eugene Cizek - Professor of Architecture, Tulane University, New Orleans, Louisiana Phone:(504)785-6289,ex.76

Historical preservation is an issue which should be emphasized in our schools. This is evident since nearly half of the 15,000 buildings designated by the Federal Government in 1930 as having architectural or historical importance have been demolished. Architecture and historical preservation is an art frequently neglected in a school's art program. Buildings, our built environment, play a major role in our lives,-we work, play and sleep in them. Buildings are all around us and students should understand how their design affects our environment.

Lloyd Sensat, Art Specialist at the A.A.Songy Elementary School in Luling Louisiana, has initiated an art program concerned with historical preservation. The program involves the interpretation of National Registered Landmarks by thirty-five gifted and talented students from the fifth and sixth grades and the second year Architectural Design and Urban Studies students of Eugene Cizek, Ph.D.,A.I.A., Professor of the School of Architecture at Tulane University. Last year's landmark was "Homeplace" which is located on the west bank of the Mississippi River in St. Charles Parish near the A.A. Songy School. "Homeplace", built in 1790, is one of the finest surviving examples of French Colonial Architecture in Louisiana. This year's landmark is Destrehan Plantation Home. This antebellum manor is one of the oldest houses in the Mississippi Valley. The interpretation and documentation of the historic landmarks is through the combined media of perspective drawing, painting, collage, and photography. Through architectural research, old diaries, court records, and personal taped interviews, the students discovered the roots of our past.

Dr. Cizak is the project's architectural consultant. Both teachers, Mr. Sensat and Dr. Cizek, agree that the involvement of elementary and college students is a unique learning experience for all. The interaction of the students through the project has given both groups a greater respect for the past as a form-giver for the present and future. Art has become a means to understand the total environment as a dynamic, interactive system.

GIFTED & TALENTED DISTRICT DAYS:
Going Beyond the Classroom Into the Community

Dr. Linda M. Weiss, Coordinator
Gifted & Talented Program Guilford County (NC) School System

Planning enrichment experiences for gifted and talented students presents a difficult challenge to today's teachers and program coordinators. School budgets are already stretched to the maximum with gifted education sometimes seen as a "frill." Too often it is the first to feel a budget cut and the last to receive money to provide additional opportunities.

How are we then to meet the needs of our gifted students, to answer the questions they have on lasers, computers, or oceanography? Having your children participate in a District Day can be the answer not only to the children's questions, but also will allow you to reach out into the community for involvement. Something exciting happens when you bring together gifted youngsters who have an intense interest with scientists, poets, and hobbyists from your local community.

Basically, District Day is a gathering together of children and speakers or other presentations based on the interests of your students. A District Day can involve 10 children or 1000. It can last for three hours or three days. Planning should start with a survey of your students' interests and your community's resources, both human and physical. With some pre-planning on topics such as scheduling, facilities, transportation, and food, District Day can be a fantastic experience for all involved.

From the concept inherent in a District Day, many additional community-based experiences can be generated. It could be the beginning of a Saturday or summer program. It could evolve into the establishment of monthly seminars or be the impetus for the establishment of a mentor system.

ABSTRACT

PROJECT MAXI: Mentor Assisted eXtracurricular Investigation

"Using Community Resources in Gifted Education"

Sara J. Lowe

TOPIC:

This paper focuses upon the utilization of community resources in education through the use of mentors for gifted students. Rationale for using the mentor approach is presented, as well as a short history of the mentor concept itself. Six major goals of a gifted mentor program are put forth, and step-by-step procedures for achieving these goals are outlined. The reader (audience) is given aide in how to locate community talent and how to organize the resulting "talent bank." The practical implementation of a mentor program is outlined in detail, including:

responsibilities of the program coordinator
selection of participating students
selection of appropriate mentors
matching of students/mentors
monitoring the project
evaluating the program

Suggestions are given concerning published materials which the reader might find useful--Jenkins and Stewart's "Community Talent Miner," for instance. Also included are sample forms such as Staff/Self Nomination, Parent Permission, Mentor Performance Contract, and Mentor Placement Evaluation (all developed by the author). Rounding out the paper is a short bibliography of community resource/mentor-project reference materials.

AUDIENCE: Educators (teachers, counselors, administrators) and/or parents of upper elementary to secondary-level students who are searching for low-cost alternative education options for the gifted

PRESENTATION TIME: Approximately 1 hour

EQUIPMENT NEEDED: Overhead projector and screen (desirable but not absolutely necessary)

PRESENTER: Sara J. Lowe, Coordinator of Gifted Programs for the Montgomery County Schools, Dayton, Ohio

Parents Role On The Team For Gifted/Talented

Participants will be provided an awareness of the role of the parent and the real value of it from funding' to activities,parents can provide in both home and school for gifted/talented youngsters of all ages,ethnic and socioeconomic background.They will acquire knowledge of observational , planning and implementation information of the nature and needs of the creative, academic kinesthetic,and the psychosocial gifted/talented. They will receiv. information of the various stages of child development and how to determine the needs both instruction al and counseling of these children.

There will be materials available to take home for reference including bibliography of media for both home and school use with these youth.

Session leader: Zela Arnett, School Psychologist, Coordinator and Counseling Psychologist for Special Programs, Guthrie Public Schools and Founder of Oklahomans for Gifted/Talented.
Co-Leader: Donna Crosslin,Doctoral student at John Hopkins University,former learning lab teacher and Founder of Enid, Oklahoma Chapter of Gifted/ Talented,Silver Springs Maryland.

IMPLEMENTING COMMUNITY-BASED EDUCATION FOR GIFTED & TALENTED HIGH SCHOOL SENIORS

Martha S. Fulbright
Department of Educational Psychology
Texas A&M University
College Station, Texas 77840

Launching the Community-Based Education for Gifted & Talented High School Seniors includes the presentation of the plan and its options to district officials and the school board, as well as a needs assessment to determine the size, structure, funding, and staffing of the program.

Publicity begins with the staff, administration, and faculty of the school campuses that will house the program, moves to parent and community advisory committees, and reaches the student body and general population through assemblies, press conferences, news casts, and both school and local newspaper articles.

Simplified nomination procedures for teachers, students, and parents precedes the screening procedures which are scheduled to allow participant selection that meets scheduling deadlines and minimizes interference in other school activities.

The exact nature of the program is designed by the district and high school administration in terms of time blocks, duration of phases, flexibility of student schedules, sharing session plans, high school credit, place of program within the curriculum, and the qualifications and schedule of the teacher.

Recruitment of mentors and intern supervisors who will meet the goals and objectives of the program is considered as is the interview and co-choosing process between student and these experts.

Evaluation of the program is informal (during sharing sessions), formal (through questionnaires), and supplemented by follow-up studies of student participants.

INDEPENDENT STUDY FOR THE GIFTED ELEMENTARY STUDENT

Nina Crosby, Teacher, Academic Program for the Talented, Robert E. Lucas Intermediate School, Princeton City Schools, Cincinnati, Ohio

Elizabeth Marten, Ph.D., Principal, Houston Elementary School, Northwest Local School District, Cincinnati, Ohio

OBJECTIVES OF THE PROGRAM

1. Participants will become familiar with research and theory supporting independent study.
2. Participants will be exposed to instruments used to assess student interest.
3. Participants will learn to structure an independent interest study.
4. Participants will become familiar with teaching styles and their relationship to use of independent study.
5. Participants will become familiar with classroom management techniques that support independent study.

CONTENT TO BE PRESENTED

Ideas and information will be presented to support independent study. Selection of materials by student interest and complimentary teaching styles will be discussed. Work of Joseph Renzulli, Donald Treffinger and others in the field will be incorporated.

Our model for designing multi-disciplinary units will be presented. The focus will be guided research activities. Activity selection and design will be based on Bloom's Taxonomy of Cognitive Thinking. The unit model will adequately meet the needs of students (including the gifted) grades 3-8 in the heterogeneous setting or in special programs for the gifted or academically talented.

Formal and informal techniques for determining student interest areas will be explained and demonstrated.

Teacher style will be related to possible management structures. The teaching cycle concept will be introduced and demonstrated to give importance to independent interest study as a component of the basic curriculum of any school program. Independent study based on student interest has a place in any curriculum and works well within almost any program structure.

Participants will be guided in beginning to structure independent interest units for use with their students.

NAME: Gail Lewis, GLEP Fellow, Doctoral Student in Gifted Education, University of Georgia

Dennis Houff, Doctoral Student in Counseling Psychology, University of Georgia

ADDRESS: (Gail Lewis) Department of Educational Psychology, Aderhold Hall, University of Georgia 30602

OFFICE PHONE: (404) 542-4110

WORKSHOP TOPIC: Enhancing Creativity Through Group Process

Creative problem solvers have long been aware that working in groups increases productivity. At the same time, the excitement of developing ideas tends to produce cohesive groups. While some attention has been given each process, it is possible to purposely combine group process and creative activities for maximum learning and time efficiency.

Gifted children benefit from work in areas which exercise their creative muscles. Working in areas outside the usual problem solving techniques--creative movement and dramatics, group creation in such areas as creative writing, sociodrama, techniques which assess the future--helps broaden the cognitive and experiential bases from which they draw ideas. However, gifted children also need to strengthen their social muscles; the gifted isolate is familiar to teachers, as is the gifted child who simply does not possess the skills to work effectively in groups. Learning about group dynamics can be a very important, though too often neglected, experience.

This workshop will focus on a synthesis of concepts central to the studies of creativity and group dynamics: the relationship of role theory to the traits of the creative personality, of group cohesiveness to productivity, of group norms to the behavior of the nonconformist personality. Participants will be introduced to techniques of leadership training and provided with strategies for work in this area.

The workshop will provide some experiential learning and a handbook will be provided for each participant.

SESSION ABSTRACT

Linda Addison
University of South Florida, Tampa, Florida 33620
Instructor - Gifted Education

"DEVELOPING LEADERSHIP ABILITIES IN GIFTED ADOLESCENTS"

This session will focus on a leadership training curriculum used with gifted adolescents in the University of South Florida Enrichment Program. A curriculum designed specifically to develop decision-making skills and risk-taking ability will be presented to participants, along with a bibliography on leadership training activities. The final component of the session will be a discussion of pre/post testing results of the program implemented with a group of students.

A program for Talented and Gifted Students

Portland Public Schools
Area II

Jacqueline Jackson - 255-5431
Patricia Pulley - 774-5392
Gail Whitney - 288-1349

SESSION TOPIC: Visual and Performing Arts Talent Search among elementary children, using Community Artists and School Personnel

SESSION CONTENT:

A talent search to find children who show potential to perform well above average in visual and performing arts is being conducted in Area II of Portland Public Schools with a grant from the Northwest Area Foundation (formerly the Hill Family Foundation). The search identifies children according to potential rather than achievement since achievement in the arts among children is greatly related to environment and opportunity.

A team consisting of professionals from the fields of music, drama, dance and the graphic arts as well as three educators working in the arts from the public schools, with the aid of a questionnaire sent to many arts teachers in the region compiled a list of characteristics they observed in children who eventually became eminent or self-actualized adult artists. The team then developed a series of activities and experiences for children in music, movement, drama and graphic arts designed to reveal certain of these characteristics found in gifted artistic children. The experiences, which are integral to the identification procedure, are engaged in by second graders in Portland schools. While the experiences themselves are enriching and enjoyable for all the participating students, team members and classroom teachers are alerted to look for certain specific behaviors or demonstrations in the children which reveal artistic potential. Video tape is used to record the movement activities so children can be carefully observed. Identified children will be provided further programs to meet their needs within the regular Area II Talented and Gifted Program.

Method of Presentation: Presenter will share (orally, video-tape and with hand-outs) the developmental process of the project, results of literature search and questionnaire, characteristics list, exoeriences and activities designed by team, logistics (problems and successes) of taking experiences to schools, costs in time and money, results of identification process and serendipitous results and learning. Time will be allowed for questions and answers.

JJ:vmh
3/16/79

"State-Mandated Programming for the Gifted - It could happen to you, too"

This interactive session with consideration of the origins of Pennsylvania's legislation and legal interpretation requiring programming for the gifted will provide an opportunity for critical discussion of the advantages and disadvantages of mandated programming. Special attention will be focused on both basic and special education involvement for the gifted.

Presentor: Bruce Gurcsik, President
Pennsylvania Association for Gifted Education, Inc.
Box 176
Shelocta, PA 15774
412-354-3111

Equipment: Overhead projector

Title: Texas School for the Deaf Talented and Gifted Project

Presentors: Dr. Gerald Pollard, Project Director
Ms. Pam Bell Morris, Project Coordinator
Ms. Carolyn S. Carr, Project Evaluator

Texas School for the Deaf
1102 South Congress Avenue
Austin, Texas 78704

Abstract: The TSD-TAG Project recognizes that deaf students who are functioning at a higher level than their peers warrant special educational programs to identify, guide, and support their exceptional abilities. This 3 year Title IV-C project established objectives for its first year which included assessment of 534 students at TSD to identify those who were talented and gifted, as well as production of an identification manual for use in other programs. Both formal and informal instruments were used to identify students with exceptional abilities in the following five areas: general intellectual ability, specific academic aptitude, leadership, creative and productive thinking, and visual and performing arts. This presentation will include discussion of the first year objectives as described and results of statistical analyses of the data.

LOUISIANA ON THE MOVE

Ruth Castille, Section Chief for Gifted/Talented Programs

Dean Frost, Supervisor for Gifted/Talented Programs

Louisiana has progressed greatly within the last three years in the areas of identification and program implementation.

New and innovative guidelines have been established in identifying academically gifted children by the usage of a comprehensive matrix.

Talented students also have new and definitive procedures for identification which are now being utilized.

Louisiana has many exciting prototypes of Saturday programs and summer program which have been developed with positive results.

This session will combine explaining the ideas developed within the state as well as requesting with other participants to share their innovative ideas for program development.

Ruth Castille has been Section Chief of Gifted/Talented Programs in Louisiana for the past four years and has been instrumental in the progress Louisiana has made in all the above areas; Dean Frost, Supervisor of Gifted/Talented Programs, has been instrumental in the talent identification Louisiana has adopted.

Proposal foe 1979 N.A.G.C. Conference

Presenters: Dr. Nancy Hensel
Associate Professor
Early Childhood Education
University of Redlands
Redlands, California 92373

Ms. Donna Hargrave
Teacher, Mentally Gifted Minors Program
Franklin Elementary School
Redlands, California 92373

Title: Attitudes of Gifted Children toward Handicaps

Abstract:

With the passage of P. L. 94-142 many children with handicaps will be integrated into regular classrooms and, in some cases, programs for gifted children. The acceptance of handicapped children by the non-handicapped is very important. Gifted children are, in many respects, special children; they are different from normal children. Because gifted children are different they may be able to empathize more readily with handicapped children. On the other hand, gifted children may find it difficult to be patient with the problems of handicapped children.

The proposed presentation will discuss a program designed to increase gifted children's awareness of handicaps and increase their empathy for handicapped children. Gifted children in some schools were given an attitude test to determine their feelings about handicapped persons. The children were involved in many experiences to give them a feeling of what it is like to be blind, deaf, or physically handicapped. The children were taken on field trips to special education classes, read books about handicaps, and talked with experts in the field. The attitude test was given at the end of the instructional unit.

FOREIGN LANGUAGES AND THE GIFTED CHILD; INCREMENTAL BENEFITS OF ACCELERATED EARLY TRAINING. By Edith Levy.

In an ever shrinking world due to modern technology, more and more trades and professions require the knowledge of foreign languages. In this field, the United States lags behind other industrial nations. To remedy this situations, a presidential task force has recently been created.

Studies have indicated that the brain has greatest plasticity and specialized capacity for acquiring speech between the ages of eight and ten. This capacity decreases with the passage of years.

The gifted, whose natural leadership abilities have been recognized, need more than anyone else the practical tools of world communication. Because of their genuine potential, accelerated training and psychological stretching are not only a possibility, but a must. Hence we have the need for a specialized foreign language program, geared essentially to this type of student. Among incremental benefits of accelerated early training we may include greater oral proficiency of the target language, enrichment of command of English, greater awareness of the world around us, development of research methods through independent work and leadership training through various responsibilities. Personal benefits accrued include personal enrichment, a better job market, the ability to read authors in the vernacular and satisfied natural curiosity.

Methodology and structure of a sample special foreign language program will conclude the paper.

Outline.

A. Why Foreign Languages ?
B. Why a specialized program for the gifted ?
C. Advantages of accelerated early training, physiological and psychological reasons.
D. Structure and methodology of a foreign language program for the gifted.

A New Look at the "Emotionally Disturbed" Gifted Child: Possible Causes and Treatment

Presenter: Joanne Rand Whitmore, Ph.D.
George Peabody College for Teachers

The professional literature on gifted underachievers has generally presented those students as having personal problems which interfere with academic achievement. Most often gifted underachievers have been described as lacking motivation and/or being "emotionally disturbed." Counseling usually has been the recommended treatment.

This presentation will challenge the participants to take a new look at gifted underachievers, and the potential contribution of teachers and educational programs to the development or prevention of emotional handicaps. Through examining a number of case studies, drawn from the Cupertino Program for Underachieving Gifted, a variety of classroom conditions and student characteristics which can foster patterns of underachievement will be explored. The general vulnerability of highly gifted and creative individuals will be discussed, as well as specific handicaps which may contribute to failure and emotional conflict in school.

A key to the early identification of such learners will be provided, along with guidelines for appropriate programming. The findings of follow-up studies of graduates of the Cupertino UAG Program will be included in a brief description of the results of that special program. Implications for "main stream" teachers will be discussed.

COMMONALITIES AMONG THE ARTS

Barbara E. Burke and William Westcott
West Point Elementary School, West Point,PA 19486

The role of the arts in the elementary curriculum is rather nebulous to many. It is, however, the common line with which to tie the whole curriculum together.

Our arts curricula (art, music, dance, photography, crafts,...) are now taught as separate entities, thus adding to further fragmentation of our curriculum. We have all been drilled with the fact that our curricular areas should be related in some ways so that learning becomes more meaningful. The arts are our vehicle for accomplishing this. Grace Lacy wrote a booklet for the State Department of New York in which she states:

> "Art is a basic need like food, water and air--- without it man cannot survive; for the arts are man's way of making symbols which help him to make sense out of his environment."

We should give our gifted and talented students an in-depth exposure to the arts. As the arts are presented, we should be careful to point out the commonalities among them. These commonalities, considered by artists before, during, and after creation, bring depth of meaning to the arts and also encourage the student to be freer in the process of creation.

There is much to the old adage, "One learns best by doing". By immersing children in an exposure to the conceptualization, development and production of the arts, that involvement will take place. It follows that children should fora a "working knowledge" of the arts. During the process it will be possible to relate to the learning styles of children--thereby making this process one of cognitive, affective, and psychomotor learning. The end result would be internalization of the commonalities among the arts.

The program will develop in this way:
-Identify an art area
-Then identify through exposure to the 'performance' of the art, the commonalities within that art area as they contribute to the creative development process (as they develop and are used.
-Have children through this immersion process identify, internalize, and defend the identification of the commonality.
-Encourage children to work with commonalities and work toward creation of a product in that art area.
-Begin again with another art area.
-Work toward goal of tying art areas together through commonalities.
-Eventual goal-understanding and internalization of commonalities and utilizing them to develop a product crossing through more than one art area.

This program will work through the gifted children into the total school program. This will be done by sharing resource program experiences, workshops, assembly presentations, field trips.

March 23, 1979

A B S T R A C T

COOL IT: COMPUTE, CREATE, CULTIVATE & CLIVE

As a parent of a gifted child and as a teacher of gifted children for almost 26 years, I feel my dual role entitles me to help encourage, motivate, and provide enriching experiences for parents and teachers of all cultures because creativity is universal.

My session will be composed of parents and teachers, hopefully participating in some of the activities planned. My goal is to enact the major features included in the S.O.A.R. program for the gifted and talented now in its fourth year in the Benton Harbor Area schools.

S.O.A.R. definition:

The S.O.A.R. program (Special Opportunities for Academic Realization)

> is an educational experience incorporating the Memphis CLUE format. The Memphis curriculum was developed to enrich the experiences of students using a variety of components which expand educational, social, and cultural learning. The model components include group dynamics, discussion skills, creative thinking, persuasion skills, logical thinking, values clarification, independent projects, and mini-courses. Each of the components incorporates many of the skills associated with Reading, Listening, Writing, and Speaking.

The workshop will include a lot of visuals created by students, with humorous and tragic happenings from personal and school experiences that are appropriate to nurturing our understanding of the gifted. Participants will leave the session with the thought: 5 C's equal SUCCESS.

Janet Riesen
Fair Plain East School
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Benton Harbor, Michigan 49022
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7096 Johnson Road
Coloma, Michigan 49038
Ph: 616-468-3825

An Introduction to the Paper Computer

Welcome to what may be your first experience with computers and computer programming. What you are about to learn will be challenging and rewarding. If you learn it well, and if you really understand how to program and operate your paper computer, then you will be ready to start learning about the real electronic machines that control so much of the world we live in. Their operation is not so different from that of your paper computer, you know. Their main advantage is that they can do millions of operations each second with very few, if any, errors.

So learn how this paper computer works, for in the world of the future most people will be computer literate; in other words, almost everybody will know how to operate and use computers in their jobs and everyday lives. But the future is yours, and this paper computer is a first step toward computer literacy.

Fred C. Matt
1566 Campus Drive
Maple Glenn, PA 19002

A Kindergarten Screening Procedure for the Identification of Potentially Gifted Children

By John W. Herdman and Grant Croyle
School Psychologists

Appalachia Intermediate Unit 08, Hollidaysburg, PA

For the past four years, the authors have been evaluating potentially gifted kindergarten children. A screening procedure sampling drawing ability, basic concepts, maturity and teacher opinion was developed which was low cost, easily administered, and maintained the expected identification percentage.

WHAT'S IN A BOX

Dr. Eleanor G. Hall

This presentation focuses upon three teaching strategies built around the utilization of a box or "box-like" container. The ideas are designed for the teacher or coordinator of the gifted, who works directly with children, or who provides inservice for teachers of the gifted.

The first idea "What's In a Box" is a problem solving technique played as a game. The game uses the scientific method of problem solving including: establishing the problem, clarifying the problem, formulating initial hypotheses, testing hypotheses with experiments, consulting other sources and drawing conclusions.

The second idea uses a box or container to gather materials and ideas for self-directed, individualized learning. These boxes or "Creative Capsules", provide ideas for both elementary and secondary teachers, and are built around a central theme such as a film, film strip, book, song, et cetera. The "Creative Capsule" fosters both vertical and horizontal enrichment and allows for choice and interest in selection.

The third strategy is a suggestion box of ideas for independent study. The suggestions are designed to foster creativity and encourage self-directed learning activities.

Hand-outs on each of the teaching strategies are included in the session. The conclusion of the presentation emphasizes the need for strategies such as these presented which develop individualized, self-directed learning among the gifted.

Prepared by

Dr. Eleanor G. Hall
LLC Plaza #207
School Services Bureau UWGB
Green Bay, WI 54302

GIFTED AND GUIDANCE: HELP FOR THE CLASSROOM TEACHER

RATIONALE: Having worked with gifted students for several years, I have come to realize that teachers who are not trained guidance counselors can help their gifted students' self-discovery. Often these teachers can give support to their students on a more regular basis than guidance counselors. Therefore, it is important that these teachers have an awareness of these students' needs and some basic skills in filling these needs. I would like to emphasize that my presentation is based on current research concerning the methods of counselling gifted students as well as on personal experience.

In this presentation I hope to accomplish two things:

1. Provide teachers with materials and methods which will help their students re-assess their values and increase their self-esteem. I will also present research and resources which will aid the teachers in continuing guidance as their students continue to develop.
2. Increase classroom teacher's awareness of the need for special guidance for gifted children so that their creativity can be released to fulfill their potential.

My presentation will include:

1. An introduction (5 minutes).
2. Presentation and discussion of materials and activities used with students (10 minutes).
3. Actual small group activities to demonstrate how materials are used (30 minutes).
4. Review of resources and research.
5. Discussion on continuing process of support and guidance (15 minutes).
6. Short tape of students' response to activities.

Handouts:

Bibliography of suggested guidance publications
Outline of the program
List of resource materials used.

Unique Features:

- small group work using student activities
- tape of students' response to activities.

My role in the workshop:

To present the program
To lead activities
To lead discussion.

Audience's Role:

To participate in:
the activities
the discussion.

Wilma Sherman
Coordinator: Gifted Program
Hollis Middle School
123 Pine Hill Road(Rt. 3)
Nashua, New Hampshire 03060

Abstract of Proposed Presentation on:

MEETING THE CHALLENGES OF LEARNING DISABLED GIFTED STUDENTS IN AN ALTERNATIVE SCHOOL SETTING FOR GRADES 4 - 12

Submitted by: Margaret Palmer
3803 Coconut Terrace, Bradenton, Florida 33505

Pine View is the county school for the gifted - grades four (4) through twelve(12) in Sarasota, Florida. Enrollment is optional. Some four hundred fifty (450) students from throughout the county daily attend school here on a five acre campus. The educational staff numbers twenty-four (24).

Five and one-half per cent (5 1/2%) of the students meet the local and state guidelines for Learning Disabilities. These students receive specialized instruction from four (4) to six (6) periods a week. At times in the four year old LD program, about one-third of the LD students have been self referrals. Peer referrals are common at all grade levels.

Some of the students have multiple disabilities; others have emotional involvements ranging from minor to severe; while others may have a deficit which will respond quickly to remediation.

The predominant academic deficits are: (1) handwriting, (2) spelling, and (3) foreign language.

Process deficits abound in (1) motor skills, (2) visual memory, and (3) auditory memory.

Many students had been knowingly underachieving for one reason or another. They now are able to talk about their disabilities with someone who can give them hope for a positive solution. Students also talk with parents, teachers, and peers regarding their progress in remediation of their disabilities.

Positive self concepts are developed, study habits are strengthened, and grades improve. The students are elated! Needless to say so are the parents and teachers. The challenges are being met!

The Artist As Teacher For Gifted and Talented Students

Presentation Proposal - 1979 Convention of the
National Association For Gifted Children

Moderator: Dr. Edward H. Yeatts, Director Gifted Education
Buckingham County Public Schools
Buckingham, Virginia 23921

Presenters: Margaret Hill Ritter, Actress/Novelist
Broadway, stock, national tours, television, radio
4 novels: Most recent releases - The Burning Women, G. P. Putnam's, May 1979 and Caroline, Caroline, (paperback) Scribner's, June 1979 (hardcover 1976) 3 printings

Emilee Hines Cantieri, author-fiction and non-fiction
Over 200 sales of articles and short stories
Co-author: 8 volumes - Old Virginia Homes series
Most recent release: Old Virginia Homes Along the James, Hastings House, Dec. 1978

Purposes/Content of Presentation:

1. Document the individual successes of two artists as teachers in public school programs, elementary and secondary.

2. Dispel some myths about artists as teachers using two exemplary models.

3. Specify the degree to which g/t program objectives were achieved in relation to the work of the artists as teachers.

4. Define some of the real and artifical barriers that g/t public school programs will probably encounter when engaging artists as teachers.

5. Draw some conclusions based on two local successes which may prove useful to directors of gifted programs.

ABSTRACT

Developing Problem Solving Abilities
in the Mathematically Gifted

Gerald Kulm, Purdue University
West Lafayette, IN 47907

Mathematically gifted students are capable of high levels of information processing while solving problems. These abilities include a formal perception of problem structure, rapid generalization, curtailed thought structures, and a broad memory for mathematical relationships.

The presentation will describe specific examples of these abilities in seventh grade students. The discussion will include sample problem solving activities which the author uses to develop problem solving abilities in classes with mathematically gifted youngsters. Finally, a description will be given of a problem oriented approach to mathematics for gifted junior high school students. This description will include a discussion of procedures for modifying standard mathematics content so that it is appropriate for gifted students. The modifications produce a problem solving orientation, providing for the development of important mathematical abilities.

EXTRA! EXTRA! READ ALL ABOUT IT!

The Newspaper - Language Arts for the Gifted

Using the newspaper as the basal text, multi discipline activities are planned to utilize all aspects of the paper. Students become involved in critical analysis, realization of current problems, future problem solving, and journalistic writing which encompasses the elementary language arts curriculum with a qualitatively different approach.

Critical analysis is conducted at an elementary level which allows all students input and an emergence (Renzullis' Triad, Type III activities) of the gifted. This serves as a springboard for further study into real problems and research. Likewise, future problem solving activities evolve.

The writing of articles gives the student an opportunity to collect and report data factually, editorialize, cartoon, criticize from an evaluative viewpoint, and in turn, explore the various aspects of careers in journalism. All curriculum disciplines are included and explored.

Culmination of the unit results in a school service project as students create, develop and publish a school newspaper.

The above is proposed as a teaching unit and will be presented with goals, objectives and specific activity suggestions for all components. Examples of students work will be shown as well as a short slide presentation with additional ideas and activities.

Nina E. Crosby
7927 Hickory Hill Lane
Cincinnati, Ohio 45241
1-513-777-8717

NEC:jo

ABSTRACT

PRESENTATION TITLE

Designing a Rural Preschool Gifted and Gifted Handicapped Program

PRESENTED BY:

Gail E. Hanninen, Project Director
Panhandle Child Development Association, Inc.
418 Coeur d' Alene Avenue
Coeur d' Alene, Idaho 83814
A/C 208 - 667-9478

MAJOR OBJECTIVES:

1. To develop a rural model to serve gifted/talented and gifted/talented handicapped preschoolers aged 3 to 5 years and their parents.
2. To develop curriculum for preschool gifted/talented.
3. To provide follow-up continuity for gifted/talented preschoolers into first grade.
4. To expand services in the five northern counties to existing preschools for the handicapped youngsters to enhance the inclusion of gifted/talented handicapped in such classrooms.

MAJOR PROJECT COMPONENTS/ACTIVITIES

1. Two classrooms located in Coeur d' Alene and Post Falls serve a maximum of 36 three to five year old children during 3 two and one-half hour morning sessions weekly.
2. An enriched learning experience occurs by the development of a) communication skills, b) social skills, c) curiosity and problem solving skills, d) self-awareness skills, and e) pre-academic skills through the means of individualized and group program planning.
3. The teaching process is centered around the development of thinking processes (Bloom's Taxonomy) as it relates to a learning concept.
4. Pupil progress is recorded through a Criterion Referenced Concept Assessment and Curriculum Plan, through achievement results on the Peabody Individualized Achievement Test, and through behavioral observations where appropriate.
5. Success is dependent upon an integral involvement of parents and federal, state, and private agencies currently serving children.
6. Dissemination of project activities occurs at conferences, through the use of media, and by encouraging visitors to the classroom site.

READ-A-BOOK: A SCHOOL SERVICE PROJECT

A multi-disciplinary instructional unit was developed to promote the reading of good children's books in our school library. Through cooperative planning with students and the school librarian, a group of intermediate grade students worked to solve a school problem. Many award-winning children's books were sitting on library shelves with poor circulation records. This dilemma was presented to students.

After much discussion and debate, students identified possible problems contributing to poor circulation. Some twenty selections were identified and pulled from the library shelves. Individual work packets were prepared for each book selection. Care was taken to formulate questions. Comprehension checks, items seeking literal and inferred meanings and items requiring reasoning and valuing were included. Students were asked to read at least five of the books selected.

Because poor advertising was identified by students as a possible reason for the circulation problem, a series of activities was developed to research a variety of advertising techniques. Learners, too, learned to construct audio-visual media of various types.

Student pairs were then charged with the responsibility of preparing a promotional package designed to promote the reading of the selected books. A school-wide promotion was conducted. Student promotional products were then donated to the school library. Students then monitored circulation and compared results to the circulation of each book prior to the promotion campaign.

As a result of the project, students were motivated to read, analyze, solve problems and create products demonstrating possible solutions. It proved to be an on-going motivation for students involved. The project called much school-wide attention to a fine school library and provided students an opportunity to serve other students and to make a lasting contribution to their school.

Elizabeth Marten
2117 Weron Lane
Cincinnati, Ohio 45225

Future Studies

"Ulterior Motives"

The well-known book Future Shock (Toffler, 1971) has made us all conscious of the need to educate tomorrow's leaders in the techniques of future studies. Cornish, in an exciting book, The Study of the Future, analyzed the characteristics of futurists (persons who are future oriented). The list of characteristics includes openness to experience, a global outlook, long term time perspective, ecological orientation, broad concern for humanity, rationality, pragmatism, reality of choice, interest in values, optimism, and a sense of purpose. These characteristics have some obvious overlap with characteristics of gifted children.

Through a future studies experience, children learn a better, more sophisticated, more positive way of thinking about the future. They are involved with decision making, problem solving, and vertical or horizontal enrichment. Activities undertaken in such a program include current events, political history, forecasting, predicting, and identifying trends, analyzing Utopias, evaluating technological impact, reading and writing science fiction, and practicing debating skills.

Major issues of current and projected interest are identified by the students and these become the foundation upon which the I.E.P. is developed. Change and how to cope with it is the central theme behind the students' involvement with the Future Problem Solving Bowl. This program affords the opportunity for students to generate alternative futures and step out of their role as passive acceptors of knowledge.

Marilyn McCormack
Lancaster- Lebanon I.U. 13
Pine Crest Drive
RD2
Denver, PA 17517

1979 NAGC PROGRAM PROPOSAL

GENERAL TOPIC: The use of various assessment devices in developing IEPs for gifted student

TITLE OF YOUR PRESENTATION: Assessment devices for Individualized Program Planning

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or

x 45-50 minutes

Name: Luise B. Savage

Mailing Address: Intermediate Unit #1

1148 Wood Street

California, PA 15419

Name of school district: Intermediate Unit #1

Position (i.e., coordinator of gifted program, teacher, administrator, etc.);

Supervisor of Special Education-Program Specialist for Gifted Programs

Office phone number: (412)-938-3241

Abstract (Please write a 100-word summary of your topic in the space below):

Public Law 94-142, which also guides the development of individualized programs for the gifted in Pennsylvania, specifies that each IEP must contain a statement of present educational levels. These, of course, must be used as a basic for the development of goals and objectives.

Most testing information available from a typical cummulative folder is irrelevant to the goals and objectives that are appropriate for gifted students. Whereas, a gifted student may need assessments in levels of thinking skills, research methodology, effectiveness of communication, analysis of creativity and evaluation of self-concept, most schools assess only I.Q. and achievement level. These serve their purpose in identification but become useless in program writing.

This presentation will deal with the use and interpretation of the latest, most practical devices in each of the areas mentioned above, which any teacher may use to help him develop appropriate IEPs for gifted students.

Return by 26 February 1979 to: William C. George
SMPY - Ames 125
The Johns Hopkins University
Baltimore, Maryland 21218

Exploring the Curriculum Needs of Disadvanted, Gifted Minority Students at the Elementary Level.

Celestine Barnes — Teacher/Instructional Coordinator
River Oaks Elementary Vanguard Program

Joy A. Liuzza — Principal
River Oaks Elementary Vanguard Program
2008 Kirby Dr., Houston, Texas 77019

In large urban districts, programs for identified, gifted students often result in culturally diverse student populations reflecting the enitre gamut of socio-economic levels. This is especially true for gifted programs that receive students from all areas of the city. Students who have been racially isolated and economically disadvantaged, must then function in a setting that is totally foreign to them. Meeting the curriculum needs of gifted, disadvantaged minority students in this setting is today's challenge.

This presentation views two fundamental categories (skills and enrichment) to be used to meet the reading needs of disadvantaged, gifted minority students. A brief description of the methods of teaching the requisite skills will be given, as well as a variety of challenging enrichment activities, and a discussion of procedures for correlating reading with other content areas. Participants well benefit from the collection of learning activities designed for immediate classroom use. Additionally, attention will be given to improving the self-concept of these students.

This presentation will focus on practical approaches to these problems by a team of persons associated with an on-going gifted program, The Vanguard Program, in the Houston Independent School District, Houston, Texas.

ABSTRACT

Imagination in the Classroom: Or, Ideas with Hands
A paper to be presented for NAGC, '79
By Barbara J. Mosher
Rt.5, Box 1, Chambersburg,PA 17201

Taking imagination from the realm of fairy tales and myths and making this a constructive curriculum tool with the subject matter and the media. Putting into classroom use the following works: Dr. Joe Khatena's THE CREATIVELY GIFTED CHILD, 78; Dr. E. Paul Torrance's GIFTED CHILDREN IN THE CLASSROOM, 65; and Dr. John C. Gowan, Dr. Khatena and Dr. Torrance's EDUCATING THE ABLEST, Second Ed. 79.

THE BLOOM CONQUEST AND BEYOND . . .
METHODS AND MEANS OF DEVELOPING CURRICULUM THAT WORKS

Norma L. Campbell, Billie Hughes
106 E. Palmcroft Drive, Tempe, AZ 85282

Abstract

We have long been proponents of teaching the upper levels of Bloom to gifted students, yet short on knowing how to train teachers to accomplish this. Sound principles of instructional design are overdue in gifted curriculum development.

Developing pre-service and in-service training that works is a difficult task. More than Bloom is needed to develop effective instruction. This presentation includes examples of materials that clearly explain the essential differences in the various levels of Bloom AND goes one step farther. A method of task analysis in the upper levels of Bloom is introduced along with considerations for sound instructional design. Special attention will be directed to the importance of the sequencing of learning events, motivation and practice with concepts which are crucial in developing successful instruction.

Specific topics to be covered in the presentation are as follows: (1) How to identify what is worth teaching, (2) How to employ task analysis with Bloom, (3) How to cope with accountability.

A copy of the booklet, "Keep Catching Apes and Silly Elephants--A Self-Instructional Guide to Bloom's Taxonomy," will be available for preview. This instructional unit was developed to teach Bloom's Taxonomy to pre-service and in-service teachers. The material was piloted with education students at Arizona State University.

Ann Weiner, Ed.D.
Consultant
Star Rte. A, 388-W
Anchorage, Alaska 99507

ABSTRACT

Reducing Barriers to Success for the Gifted and Talented: Individualized Study to Resolve Basic Skill Deficiencies

Amid the enthusiasm of getting an interesting challenging program developed for gifted/talented children, the matter of individual basic skill deficiencies is frequently overlooked or pointedly ignored. It may even be unrevealed by the identifying procedures employed in locating children for the program. Like other problems which gifted/talented children have, this one will not simply "go away".

This paper deals with the problem of basic skill deficiencies for middle class white gifted/talented students as well as for bright disadvantaged black, chicano and native children. The resultant impact on self-esteem, the dearth of ideas, not to mention the effect on college entrance, grade level maintenance and the ability to write and carry on research are explored. Case history material is introduced to support the argument for individually developed individualized study.

Procedures and techniques for solving this dilemma are suggested with specificity and detail.

The meaning of such measures as a part of the theory of gifted child education is delineated and emphasized.

GENERAL TOPIC: Creativity

TITLE OF YOUR PRESENTATION: Olympics of the Mind

LENGTH OF TALK OR PRESENTATION: 15-20 minutes or
45-50 minutes

Name: Theodore J. Gourley, Ed.D., and Sam Micklus

Mailing Address: New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625

Name of school district: New Jersey Department of Education

Position (i.e., coordinator of gifted program, teacher, administrator, etc.):
State Coordinator, Gifted and Talented Education

Office phone number: 609-292-7610

Abstract (Please write a 100-word summary of your topic in the space below):

On a small scale, problem-solving games tend to be quiet solitary activities, exciting for the participant, but rather uneventful for an observer. These games, developed jointly with the Office of Education, EIC-South, and Dr. Sam Micklus of Glassboro S.C. are designed to be vigorous activities for the participants and stimulating for observers.

Just as football games build school spirit and attract funds, the team structure is intended to build self-esteem, spur competition, and generate interest and support for the activities of gifted students in their own school. In addition, the problems will require the creation of a visible, original product--such as an object that can be displayed. Both the process and the product will be contributions of gifted students that should inspire the creativity and originality of all observers--including their peers.

RESEARCH TECHNIQUES FOR GIFTED STUDENTS

Linda Kreger Silverman, Ph.D.
University of Denver
Denver, Colorado 80208

Independent study is advocated as appropriate programming for gifted students throughout the grades. However, students cannot conduct meaningful research until they have developed the prerequisite skills. Some of these can be introduced as early as first grade. Their effects are cumulative. Assessment of these skills should precede any independent research activity. Older students who lack these skills can be involved in an "orientation period" which provides time to master them within a group framework.

Prerequisite skills which can be introduced in 1st and 2nd grade are:

1) understanding the library
2) locating and using basic reference materials
3) using human resources
4) using the card catalog
5) using the telephone and telephone book to gain information
6) understanding the use of Indexes and Tables of Contents
7) reading for information
8) writing letters requesting information
9) problem finding (generating interesting questions)
10) developing a group research project with teacher assistance

Skills which can be introduced in 3rd and 4th grade include:

1) understanding and using Bloom's Taxonomy
2) brainstorming resources, products, audiences
3) generating subtopics
4) note-taking
5) expressing main ideas in own words
6) use of thesaurus, biographies, films, newspapers, journals
7) interviewing techniques
8) developing time management contracts
9) evaluating own work
10) sharing work with others in school or in other schools

By 5th and 6th grade, the range of resources expands and skills include:

1) systematic organization
2) proof-reading and refinement
3) evaluation of others' work (exposure to good models)
4) development of writing style and format
5) solving real problems
6) using audiences outside the school

If these prerequisite skills are fully developed in the elementary grades, students should be able to conduct high quality research as early as junior high school, utilizing community resources and mentors. High school students should have access to college libraries and be able to produce research worthy of national publication.

INDEPENDENT STUDY PROCESS: How to Build a Better Ear Separator

One of the basis tenets of a defensible gifted program is to provide students with an opportunity to investigate real problems using methods of inquiry employed by experts. At the elementary level the gifted students have the ability and interest but not the skills to conduct their own investigations. They also lack the systematized training exercises in critical thinking and creative thinking for idea production.

We have developed the Independent Study Process (ISP) to shift the student from consumer-oriented productivity to real-issue oriented productivity. Over the past five years the ISP has been used with fourth, fifth, and sixth graders in a South Windsor, Ct., academically-talented program. The process has enabled the students to become self-directed learners. The steps of the ISP are as follows:

1. Student selects a topic that is issue-oriented.
2. Student establishes a schedule.
3. Student develops five or more questions (first objectives) to direct his research.
4. Student secures references and seeks sources of raw data.
5. Student researches topic, collects raw data, and takes notes.
6. Student develops five final objectives using Bloom's taxonomy.
7. Student has a conference with the teacher. Teacher evaluates depth of knowledge.
8. Student makes a product, showing some of his new ideas.
9. Student and friend evaluate product. Product is displayed and examined by an expert.

After a general exploratory introduction to a subject, the student selects a topic for investigation. He is taught how to find resources and gather raw data through interview, experiments, classification, computation, survey, and observation. He is taught systems of idea production such as Sidney Parnes' Creativity Problem-solving and Frank Williams' creativity objectives. He is taught Bloom's Taxonomy so that he can develop questions for an oral conference on his investigation. The answers to these questions are to show the depth of his investigation and the extent of his ideas production. The new ideas of the student are represented by a product (usually not a written report) that is presented to an audience for examination. Through repeated exposures to investigations in the ISP the student becomes capable of carrying out his own independent study of real problems.

A slide presentation depicts the steps of the Independent Study Process. A summary of the administrative design and prior instruction is discussed. Results of three years of independent study for gifted students is detailed.

Edith Doherty
Louise Evans
12 Cedar Ridge Rd.
E. Granby, Ct. 06026

MEDITATION OF AN ITINERANT TEACHER

This presentation describes the logistics of an itinerant teaching program for the gifted and talented in a parish (county) which is as aquatic as it is rural.

Slides of primary level children at work are interspersed with shots of the environment--the sea (ships, gulls), flora (wild flowers of the locale), fauna (cattle drives, grasshoppers, monarch butterflies), of the immediate surroundings, Louisiana's southwestern gulf coast which is virtually a marsh.

Entitled Meditation of an Itinerant Teacher, the presentation is a stream-of-conscious type narration which attempts to solve the logistics of achieving the objectives of a program designed to interweave academics, creative thinking, and the arts into a cohesive unit.

The rationale for this type presentation is that so much time is spent on the road traveling from one school to another that environmental awareness necessarily plays an important role in the development of the program.

Our experience has been that even our own administrators were awed at the almost impossible task that was being accomplished. So much so that on the strength of this slide presentation, monies were almost doubled and additional personnel was readily sought to alleviate some of the problems.

Anna M. Boudreaux
P.O.Box W
Cameron Parish School Board
Cameron, LA 70631

Proposed Presentation for NAGC 1979

Presentors: Penny Kolloff and Ann Wyman
Purdue University

Topic: Organizing an Enrichment Program: Super Saturday!

The presentation will focus on the development of a Saturday enrichment program for gifted and talented children grades 2-9. Such a program has recently been developed by the Gifted Education Resource Institute at Purdue. We are currently serving more than 100 children in a variety of mini-courses from Computer Science to French Language and Culture.

Within the presentation we will establish a balance between organizational, procedural considerations and examples of the courses and activities.

Box [illegible]
Penns Park, PA. 18943

March 13, 1979

Dr. Juliana Gensley
24466 Mulholland Hwy.
Calabasas, CA. 91302

Dear Dr. Gensley:

Iam completing my Masters degree in Creative Studies at the State University College at Buffalo. Previously I taught gifted children in Pennsylvania. At Dr. Don Treffinger's suggestion, Iam interested in presenting my Master's project, "A Creative Problem Solving Experience for Parents", at the 1979 NAGC meeting in Baltimore.

The project addresses three general objectives. The first is to introduce parents to the Osborn-Parnes approach to Creative Problem Solving. The second is to provide an opportunity for participants to be involved in the problem-solving process through the use of simulation techniques. The third is to demonstrate a package for possible use in conducting parent training workshops.

The session would be suitable for educators who will work with parents, as well as for parents themselves. Participants will be involved in a typical family problem, as they role play the family members and respond to each step of the process. About one hour would be required.

Thank you for your consideration. I will look forward to hearing from you.

Sincerely,

Sandra A. Clemons

PRESENTERS: Dr. LeJeune H. Ellison
Assistant Professor of Special Education
University of Arkansas at Pine Bluff
Pine Bluff, Arkansas

Dr. Marion Gillis-Olion
Assistant Professor of Elementary Education
University of Arkansas at Pine Bluff
Pine Bluff, Arkansas

TITLE: PARENTAL CONCERNS OF GIFTED CHILDREN

ABSTRACT: The authors will present a summary of their research which will focus on salient concerns parents have about their gifted children. The presentation will have three primary foci. First, the presenters will give a terse summary of interviews of parents of gifted children. The general procedure for research will be used. Second, the presentation will focus on activities which parents of gifted children can use in order to provide stimulating experiences for their children. Finally, the presentation will focus on how parents may participate in the school-and-community education of gifted children.

The presentation will be geared toward educators, parents, and community leaders. With the use of multifaceted media, the presenters will aim to give a clear, definitive view of some primary concerns parents of gifted children have, e.g., education, counseling, community activities, career goals, religion and sibling rivalry.

Reading Programs for Gifted Children

Comprehensive reading programs seldom take into account the needs of most gifted students. In elementary school, gifted students are usually grouped by creating a top reading group and in junior high school no formal reading instruction is offered at all to gifted students. This workshop would describe methods and materials which could be used to provide a differentiated reading program for gifted students.

Randall L. Manning, Supervisor
Gifted Programs
Department for Exceptional Children
227 Bedford Street
Hollidaysburg, PA 16648

General Topic: The speaker recommends an acceleration of the skills needed for scientific problem solving and research.

Title of your talk: SCIENTIFIC RESEARCH FOR THE GIFTED

Name Gerald E. Einem

Mailing address: 8045 Rt. 32

Columbia, MD 21044

Name of school system: The Howard County Public Schools

Office Phone # 531-5744, ext. 218

Please write a 100 word abstract on your topic in the space below.

Abstract: The philosophy that science students need to understand the nature of scientific processes is basic to the program described here and most of the new science curricula. However, what is recommended for the gifted student is an acceleration in the learning of processes skills that are essential to scientific problem solving, especially those that require higher thinking as described by Gilford and Bloom. These skills include the formulating of problems, hypothesizing, designing experiments and analyzing data. For the gifted student, the emphasis should be on actual experiences with the creative and critical aspects of the scientific problem solving through first hand inquiry in an enriched laboratory environment. Under these circumstances, the students and the teacher become real investigators. Gifted students should experience the joys of research in a somewhat independent atmosphere, an experience which can prove to be an important factor in the decision to become a scientist.

Return to: Lynn H. Fox
100 Whitehead Hall
The Johns Hopkins University
Baltimore, Maryland 21218

A C C E N T

Activating
Creative
Constructive
Educationally
Novel
Thoughts

Counseling/Instructional Program for Psychosocially Gifted Students

Students are identified for the special program by multiple criteria: peer and teacher nomination, standardized ability and achievement test scores, and student and parent inventories.

The focus of the program is development of the positive leadership skills of psychosocially gifted students. Rights and responsibilities of citizenship are emphasized.

Goals include improvement of interpersonal relationships, enhancement of positive leadership, development of responsible citizenship, and improvement of academic achievement.

Nancy Ellen Raines
Garland Independent School District
1805 Robin Lane
Garland, Texas 75042
(214) 276-0061

ABSTRACT

GIFTED AND GUIDANCE: HELP FOR THE CLASSROOM TEACHER

RATIONALE: Having worked with gifted students for several years, I have come to realize that teachers who are not trained guidance counselors can help their gifted students' self-discovery. Often these teachers can give support to their students on a more regular basis than guidance counselors. Therefore, it is important that these teachers have an awareness of these students' needs and some basic skills in filling these needs. I would like to emphasize that my presentation is based on current research concerning the methods of counselling gifted students as well as on personal experience.

In this presentation I hope to accomplish two things:

1. Provide teachers with materials and methods which will help their students re-assess their values and increase their self-esteem. I will also present research and resources which will aid the teachers in continuing guidance as their students continue to develop.
2. Increase classroom teacher's awareness of the need for special guidance for gifted children so that their creativity can be released to fulfill their potential.

My presentation will include:

1. An introduction (5 minutes).
2. Presentation and discussion of materials and activities used with students (10 minutes).
3. Actual small group activities to demonstrate how materials are used (30 minutes).
4. Review of resources and research.
5. Discussion on continuing process of support and guidance (15 minutes).
6. Short tape of students' response to activities.

Handouts:

Bibliography of suggested guidance publications
Outline of the program
List of resource materials used.

Unique Features:

- small group work using student activities
- tape of students' response to activities.

My role in the workshop:

To present the program
To lead activities
To lead discussion.

Audience's Role:

To participate in:
the activities
the discussion.

Wilma Sherman
Coordinator:

Gifted Program, Hollis Middle School
123 Pine Hill Road (Rt. 3)
Nashua, New Hampshire 03060